DOCUMENT RESUME

```
* WORK ORDER#:1047958  * OPER:LXB * DATE:04/29/02 * VOL:           */DOCRES01
* RESTART:FICHE     1    1 CKPT:    0         0    0   0   0   0  0                 /DOCRES01
```

ED 458 353 AA 001 339

Resources in Education (RIE). Volume 37, Number 4.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 02
NOTE- The print version of "Resources in Education" ceased publication with Volume 36, Number 12, December 2001. RIE data will continue to be produced and will be available in electronic format.
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

"Resources in Education" (RIE), the document portion of the ERIC database, announces (catalogs, indexes, abstracts) documents of interest to the educational community, including researchers, teachers, students, school board members, school administrators, counselors, parents, etc. It provides for electronic searching by Subject, Personal Author, Institution, Publication Type, ERIC Clearinghouse Number, Geographic Source, Target Audience, and other data fields. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC database. The COM edition contains all five of the indexes formerly available in the printed edition. The first accession in each issue of RIE data is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (KN)

ED 458 354 CE 079 858

Karcz, Stan A., Ed.; Wilderson, Frank B., Jr., Ed.
Yearbook of Correctional Education, 1998-1999.
PUB DATE- 99
NOTE- 235p.; Also produced by the University of Minnesota, Center for Correctional Education Research.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Adult Education; Adult Programs; Blacks; Career Education; Cognitive Restructuring; Conferences; *Correctional Education; Correctional Rehabilitation; Cost Effectiveness; *Critical Thinking; Delivery Systems; Educational Attitudes; Educational Benefits; *Educational Experience; *Educational Finance; Educational Needs; Educational Planning; *Educational Practices; Educational Research; Educational Trends; Employment Services; Financial Support; Foreign Countries; International Programs; Job Placement; Models; Needs Assessment; Phenomenology; Postsecondary Education; Prisoners; Professional Associations; Program Costs; Strategic Planning;
IDENTIFIERS- African Americans; Australia; Canada; Europe; *Job Fairs; Minnesota; *United States

This document contains five monographs on correctional education in the United States and internationally. "Towards a Renaissance of Prison Education: International Preconference Symposium" (Carolyn Eggleston, Alice Tracy) reports on a joint symposium of the Correctional Education Association and the

DOCUMENT RESUME

```
* WORK ORDER#:1047958  * OPER:LXB * DATE:04/29/02 * VOL:            */DOCRES01
* RESTART:FICHE      1    1 CKPT:    0         0     0   0    0    0  0
```

Adult Education and Indigenous Peoples in Russia. International Survey on Adult Education for Indigenous Peoples. Country Study: Russia.
PUB DATE- 00
NOTE- 77p.; Also supported by the Russian Foundation of the Humanitarian Research, Government of Norway, and DANIDA. For other country studies, see CE 082 166-169.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; *Adult Education; Adult Learning; Adult Students; Change Strategies; Colleges; Community Education; Conservation (Environment); Cultural Differences; Culturally Relevant Education; *Delivery Systems; Distance Education; Educational Change; *Educational Environment; Educational Finance; Educational History; Educational Needs; Educational Opportunities; *Educational Policy; *Educational Trends; Equal Education; Federal Legislation; Financial Support; Foreign Countries; General Education; Government School Relationship; Inclusive Schools; *Indigenous Populations; Language Minorities; Language of Instruction; Needs Assessment; Physical Environment; Policy Formation; Postsecon International Survey Adult Educ Indigenous Peoples; International Surveys; Marginalized Groups; *Russia
IDENTIFIERS- International Survey Adult Educ Indigenous Peoples; International Surveys; Marginalized Groups; *Russia

Adult education for indigenous peoples in Russia was examined. First, information on government institutions, indigenous organizations, international agencies, and nongovernmental organizations (NGOs) engaged in adult education for Russia's indigenous peoples was compiled. Next, questionnaires and survey techniques were used to research the policy and practice of adult education for Russia's indigenous peoples. Special attention was paid to the following topics: (1) Russia's sociodemographic, socioeconomic, linguistic, and ecologic situations; (2) past and present legislation and national policies; (3) the current situation in aboriginal adult education; (4) state governmental programs and organizations; (5) NGOs and indigenous organizations; and (6) ecological problems and adult aboriginal education. The study established that Russia's existing system of education does not promote the development of national northern cultures. In 1960-1980, the emphasis in adult aboriginal education was on preparing teachers and medical staff of aboriginal origin through the study of aboriginal languages. The absence of material, technical, and financial support is a major obstacle to improving the current situation regarding adult aboriginal education. (The bibliography contains 29 references. A list of 8 Web sites concerned with adult education in Russia is appended along with information about and the addresses of 34 governmental organizations and 23 NGOs and indigenous organizations.) (MN)

ED 458 370   CE 082 336

Rouhelo, Anne; Ruoholinna, Tarita
Special Features of the Finnish Labour Market and Challenges for Education.
PUB DATE- 00
NOTE- 18p.; Paper presented at the European Conference on Educational Research (Edinburgh, Scotland, September, 20-23, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

This book contains eight papers examining the evidence from three field experiences in Illinois, Pennsylvania, and Washington that were conducted to identify the impact of reemployment bonuses on the following indicators characterizing the unemployment insurance (UI) program: weeks of UI receipt during the benefit year; dollars of UI received during the benefit year; and the percentage of persons who exhaust their UI benefits. The following papers are included: "Introduction and Background of the Reemployment Bonus Experiments" (Walter A. Corson, Robert G. Spiegelman); "Design of Three Field Experiments" (Walter A. Corson, Robert G. Spiegelman); "Participation in the Reemployment Bonus Experiments" (Paul T. Decker, Christopher J. O'Leary, Stephen A. Woodbury); "Bonus Impacts on Receipt of Unemployment Insurance" (Paul T. Decker, Christopher J. O'Leary, Stephen A. Woodbury); "Impacts on Employment and Earnings" (Paul T. Decker, Christopher J. O'Leary, Stephen A. Woodbury); "From Social Experiment to Program: The Reemployment Bonus" (Carl Davidson, Stephen A. Woodbury); "A Benefit-Cost Analysis of a Bonus Offer Program" (Robert G. Spiegelman); and "Summary and Policy Implications" (Philip K. Robins). A glossary of terms related to unemployment insurance and the bonus experiments is included along with 50 tables/figures. (Some papers contain substantial bibliographies.) (MN)

ED 458 386 CE 082 525

Lockert, Richard
SARC Literacy Activities Handbook: Supporting Literacy for People with Intellectual/Developmental Challenges.
SPONS. AGENCY- Human Resources Development Canada, Hull (Quebec). National Literacy Secretariat.; Saskatchewan Dept. of Postsecondary Education and Skills Training, Regina.
PUB DATE- 01
NOTE- 412p.; For the SARC Supplementary Tutor Handbook, see ED 446 232.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Learning; *Adult Literacy; Annotated Bibliographies; Behavioral Objectives; *Classroom Techniques; Cognitive Style; Computer Uses in Education; Creative Writing; Definitions; *Developmental Disabilities; Foreign Countries; Guidelines; Information Sources; Instructional Materials; Integrated Curriculum; Internet; *Learning Activities; Learning Processes; *Literacy Education; Organizational Objectives; Partnerships in Education; Program Descriptions; Program Evaluation; Reading Instruction; *Rehabilitation Programs; School Business Relationship; Special Needs Students; Student Developed Materials; Student Needs; Teaching Guides; Teaching Methods; Technical Institute Saskatchewan
IDENTIFIERS- Saskatchewan

This document is intended as a handbook for literacy practitioners working with adults with intellectual and/or developmental disabilities. The handbook is the product of the following activities: extensive research of the literature; discussion and exchange with literacy experts, practitioners, and some learners; and solicitation of input from agencies delivering literacy programming. The following are among the items included in the handbook's 10 sections: (1) introductory materials (the overall literacy strategy of the Saskatchewan Association of Rehabilitation Centers; definitions; learner

Programs
This book contains 10 essays and a directory of financial aid, organizations, and additional information that minority students and employees can use to find sources of funding for further education and career advancement. The 10 essays cover the following topics: (1) general minority work issues; (2) introduction to financial aid; (3) minorities in media; (4) mentors; (5) technology in the workplace; (6) workplace diversity; (7) minority groups and affirmative action policies; (8) legal rights and recourse; (9) minorities in the arts; and (10) starting your own business. The first section of the directory provides information on hundreds of financial aid opportunities, including fellowships, grants, loans, awards, scholarships, and internships/career guidance opportunities. The second section lists and describes professional organizations, minority colleges, fraternities and sororities, and other groups that assist individuals in the pursuit of career education and community. The final section provides additional information such publications (magazines, journals, newspapers) and Web sites of relevance to minorities seeking to develop their careers. Indexes following the entries can help the reader locate opportunities by institution and financial aid name, by state, by academic subject, or by minority group (African American, Asian American, Native American, and Hispanic). (KC)

ED 458 404 CE 082 553

The State of the Health Care Workforce, 2000.
PUB DATE- 00
NOTE- 83p.; Produced by the AFT Federation of Nurses and Health Professionals (AFT Healthcare) and Research Department.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Numerical/Quantitative Data (110)
DESCRIPTORS- Adults; Demography; *Employment; *Employment Patterns; *Employment Practices; Employment Projections; Fringe Benefits; Health Care Costs; *Health Occupations; Health Personnel; Health Services; Labor Needs; *Nurses; Occupational Information; Professional Occupations; *Salaries; Technical Occupations; Unions; Wages

This publication consists of 73 figures correlated to short summaries that present an overview of employment in the health care field from 1993 to 1998. Most of the information is from public sources. The statistics focus on registered nurses, but also include laboratory technicians, licensed practical nurses, medical scientists, occupational therapists, physical therapists, and respiratory therapists. Some projections for the future also are included. The information is grouped into five sections that cover the following topics: (1) overview and demographics of the health care environment; (2) nurse shortage; (3) wages, hours, and benefits; (4) staffing; and (5) unionization. Fourteen references are listed. (KC)

ED 458 405 CE 082 554

Davis, Angela
The Impact of Aging on Education.
PUB DATE- 01
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials

readiness. The behavior of planning was deemed especially important because it reflects awareness, which is the first step in coping with the developmental tasks associated with any life role. Life-role planning portfolios were recommended as an effective tool that career educators and career counselors can use to help people develop the behaviors of planning, exploring, information gathering, decision, making, and reality testing. Career educators and counselors were urged to remember that people differ in terms of which roles are most viable and salient for them and that personal, structural, and cultural factors such as gender expectations, social class, discrimination, personal choice, and family expectations influence individuals' levels of commitment to and participation in life roles. (Contains 57 references.) (MN)

ED 458 421 CE 082 596

Dickinson, Katherine; Soukamneuth, Sengsouvanh
Developing Effective Linkages between Job Corps and One-Stop Systems: A Technical Assistance Guide.
SPONS. AGENCY- Job Corps (DOL), Washington, DC.
PUB DATE- 99
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Reports - Research/Technical (143)
DESCRIPTORS- Access to Information; Adult Education; Adult Programs; *Agency Cooperation; Change Agents; Change Strategies; Competition; Cooperative Planning; Coordination; Definitions; *Delivery Systems; Educational Legislation; *Employment Services; Federal Legislation; Guidelines; High School Equivalency Programs; Job Placement; Job Training; Labor Force Development; *Linking Agents; Marketing; Online Systems; Orientation; Partnerships in Education; Postsecondary Education; Program Guides; Program Implementation; Public Agencies; Recruitment; Referral; Secondary Education; Staff Development; *Systems Approach; Technical Assistance; Vocational Education; Youth Employment; Youth Programs
IDENTIFIERS- *Job Corps; *One Stop Centers; Workforce Investment Act 1998

This document is intended to help Job Corps centers and Office of Acquisition Policy contractors establish linkages with one-stop systems. Chapter 1 summarizes the requirements for linkages between Job Corps and one-stop systems that are specified in the Workforce Investment Act (WIA) of 1998 and compares one-stop delivery systems before and under the WIA. Chapters 2-5 detail the challenges entailed in establishing four types of linkages and strategies for overcoming them. The linkages and challenges discussed are as follows: (1) organizational linkages (developing an effective memorandum of understanding; coordinating the governance of one-stop and Job Corps systems; linking the operations of the one-stop and Job Corps systems; developing staff capacity to carry out effective linkages); (2) recruitment and referral linkages (developing effective joint marketing procedures with one-stop systems; developing effective referral procedures; reducing competition for youth customers); (3) coordinated service linkages (linking Job Corps participants to one-stop training to enhance Job Corps training; ensuring access to additional supportive services); and (4) placement linkages (helping Job Corps youth access one-stop core placement services; encouraging them to use one-stop

Much needs to be done to help the newest teachers succeed, and much is known about how this goal might be accomplished. The payback of efforts made to conduct TIPs will be in higher job satisfaction, lower teacher turnover, and improved student achievement. Research is needed regarding the effects of teacher induction programs and the most effective means of addressing each area of need. (Appendixes include 75 references and a paper on elements and features of effective TIPs.) (YLB)

ED 458 437 CE 082 624

Mobus, Martine
Recruiting Middle Management in Industry: What Kinds of Change in France, Germany and the United Kingdom?
SPONS. AGENCY- Commission of the European Communities, Brussels (Belgium). Directorate-General for Education and Culture.
PUB DATE- 00
NOTE- 6p.; Produced in collaboration with Frederic Gerardin and Herve Lhotel. Theme issue. Published quarterly. Taken from the study "New Career Pathways and Life-Long Learning, the Case of Middle Management in Industrial Production (CALL)" funded through the Leonardo da Vinci program.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; *College Graduates; Comparative Analysis; Developed Nations; Education Work Relationship; Employer Employee Relationship; Foreign Countries; Industrial Structure; *Industry; Management Development; *Middle Management; Personnel Needs; *Personnel Selection; *Promotion (Occupational); *Recruitment
IDENTIFIERS- France; Germany; Great Britain

Major British, French, and German industrial companies are increasingly recruiting higher education graduates (HEGs) for middle management posts, traditionally filled through promotion of operatives. This new form of recruitment does not occur on the same scale or at the same rate in all the companies using it, and it is closely tied to the different national contexts. In the majority of cases, changes in the forms of access to middle management posts arise in a context of company reorganization with repercussions either directly on the function or jobs filled by middle managers or on the potential breeding ground constituted by the operative category. Companies enjoy a favorable situation in the labor market within their geographic area and pursue these common goals: middle managers with more formalized competencies, younger middle managers for lower salaries, and post downgrading. The British context seems most favorable to recourse to HEGs. Personnel are rapidly replenished because of the extent of external flexibility; declining supply of skilled workers and increasing number of HEGs; and loss of forms of negotiated regulation of the training-employment relationship. The German situation tends to limit massive recourse to HEGs, since a specific qualification corresponds to middle manager posts with an adequate supply of trained individuals. The French situation allows a mixed form of replenishing middle managers that depends on both internal promotion and recruitment of HEGs. (YLB)

ED 458 438 CE 082 625

Wong, Ging, Ed.; Picot, Garnett, Ed.
Working Time in Comparative Perspective. Volume I: Patterns,

draws on an iceberg metaphor for categorizing the Millon Clinical Multiaxial Inventory-III (MCMI-III) results. Although based on the theoretical underpinnings of Millon, the Iceberg Model is visually simple and understandable for clients, and available as a handout that can be taken home with them. It also aids the psychologists in treatment planning with clear clinical, childhood, personality, cultural, and situational therapeutic targets. (Contains 2 tables and 14 references.) (Author/JDM)

ED 458 454 CG 031 313

Bidell, Markus Paul; Casas, J. Manuel
Measuring Counselor Competence with Lesbian/Gay/Bisexual Clients: Implications for Multicultural Training.
SPONS. AGENCY- American Psychological Association, Washington, DC.; California Univ., Santa Barbara.
PUB DATE- 01
NOTE- 15p.; Paper presented at the Annual Conference of the American Psychological Association (109th, San Francisco, CA, August 24-28, 2001). Also sponsored by the Gamma Mu Foundation.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bisexuality; College Students; Competence; *Counselor Attitudes; *Counselor Characteristics; *Counselor Client Relationship; Higher Education; *Homosexuality; Lesbianism; *Measures (Individuals); Psychologists; Psychometrics; *Sexual Orientation; Sexuality

This study attempted to develop psychometric properties of the Sexual Orientation Counselor Competency Scale (SOCCS), an instrument used to assess the awareness, skills, and knowledge of counselors working with the lesbian, gay, and bisexual (LGB) population. A sample of 287 undergraduates, master-level and doctoral-level students, and counseling psychologists were surveyed. Four distinct factors were indicated: awareness; skills; knowledge; and social desirability. Criterion validity was demonstrated by the significant relationships found between SOCCS scores and participants' education level, sexual orientation, and religious conservatism. It was minimally correlated with the Beck Depression Inventory. Strong correlations were found between the SOCCS and measures of homoprejudice, multicultural counselor competency, and counselor self-efficacy, thus establishing convergent validity for the subscales of awareness, skills, and knowledge. The results of the survey demonstrated that the SOCCS is a reliable and valid instrument to assess the awareness, skills, and knowledge of counselors working with LGB clients. (Contains 5 tables, 1 appendix, and 21 references.) (Author/JDM)

ED 458 455 CG 031 314

Sommer, Robert
The Use of Autobiography in Psychotherapy.
PUB DATE- 01
NOTE- 6p.; Paper presented at the Annual Conference of the American Psychological Association (109th, San Francisco, CA, August 24-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)

program completed significantly more anger logs and exhibited significantly fewer aggressive incidents than did the nonprogram students. Preliminary findings suggest that students in the program have reduced aggressive behavior, use the anger log as a coping behavior, and increase prosocial behavior with teachers and peers. (JDM)

ED 458 477 CG 031 349

Liu, Huan-Chung Scott; Schneider, Lawrence J.
Perceived Counselor Acculturation Levels: Their Pertinence to Caucasian Client Expectations.
PUB DATE- 01
NOTE- 33p.; Paper presented at the Annual Conference of the American Psychological Association (109th, San Francisco, CA, August 24-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acculturation; *Asian Americans; Attitude Measures; College Students; *Counseling Effectiveness; *Counselor Client Relationship; *Expectation; Higher Education; Intercultural Communication; Student Surveys; *White Students
IDENTIFIERS- Confidence; Expectations about Counseling Brief Form

After reading 1 of 4 randomly-assigned written descriptions of a counselor, a group of 257 Caucasian undergraduates completed the Expectations sbout Counseling: Brief Form (Tinsley, 1982), Confidence Rating scales and Willingness items to examine how the perceived levels of acculturation of the counselor influenced client's perceptions of the counselor and the counseling processes. The main hypothesis was that Caucasian client's expectations would be influenced by the perceived Asian counselor's level of acculturation. The results indicated that participants were less confident in interpersonal concerns and less willing to work with or recommend the low-acculturated Asian counselor. The results also demonstrated that participants' gender differences influenced their expectations and confidence for counseling. Research and counseling implications are discussed. (Contains 2 tables and 66 references.) (Author/JDM)

ED 458 478 CG 031 351

Magyar, T. Michelle; Feltz, Deborah L.
Influence of Achievement Beliefs on Adolescent Girls' Sport Confidence Sources.
PUB DATE- 01
NOTE- 25p.; Paper presented at the Annual Meeting of the American Psychological Association (109th, San Francisco, CA, August 24-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Athletes; Athletic Coaches; Behavior Patterns; Competition; *Females; Peer Relationship; Performance; Personality; *Self Esteem; Social Support Groups; Success

A study was conducted on the influence of female athletes' dispositional and situational tendencies on the selection of sources of sport confidence. It hypothesized that task orientation and perceptions of mastery climate would be positively associated with the selection of maladaptive or

DOCUMENT RESUME

```
/DOCRES01     * WORK ORDER#:1047958  * OPER:LXB * DATE:04/29/02 * VOL:            */DOCRES01
              * RESTART:FICHE     1    1 CKPT:    0        0     0   0   0   0  0
```

ED 458 500   CG 031 391

Shapiro, Ronald G.
"Career Explorations": An IBM Outreach Program for High School Students and "From College To Career": An IBM Outreach Program for College Students.
PUB DATE- 01
NOTE- 63p.; Photograph of Leadership Team may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Development; *Career Exploration; College Students; Community Involvement; High School Students; High Schools; Mentors; Outreach Programs; *School Business Relationship
IDENTIFIERS- Career Exploration Program; IBM Corporation

The "Career Explorations" and "From College To Career" programs are both evening outreach programs in which sons and daughters of IBM employees are invited to the IBM Somers location to learn about careers and preparing for the job market. All sessions feature IBM employee presenters talking about the work they do. The "Career Explorations" program is intended for high school students in grades 9 through 12 and runs during an academic year. Neighboring high schools are invited to partner with us in this program by identifying additional students (not sons and daughters of IBM employees) that would benefit from such a program and coordinating their students' participation. The "From College To Career" program is intended for college students who are home for the summer months. Additionally, co-op students in the area for the summer months are also invited to participate. This paper outlines both the "Career Explorations" and the "From College To Careers" programs and provides a "How To" guide for others wanting to initiate such a program. (JDM)

ED 458 501   CG 031 392

Luthra, Rohini; Gidycz, Christine A.
Intimate Partner Violence among Unmarried College Women.
PUB DATE- 01
NOTE- 34p.; Paper presented at the Annual Meeting of the American Psychological Association (109th, San Francisco, CA, August 24-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Battered Women; College Students; *Dating (Social); Depression (Psychology); *Females; Higher Education; *Interpersonal Relationship; Intimacy; Prevention; Research; *Sexual Abuse; *Violence
IDENTIFIERS- Date Rape; *Dating Violence

Investigations of physical assault have found that a substantial number of women have been victimized within the context of a dating relationship. The present study examined a wide range of interpersonal, attitudinal, personality, past history, and demographic variables for 308 college women in order to understand what factors differentiate women in physically violent and nonviolent dating relationships. The study employed

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Early Intervention; Primary Education; *Program Evaluation; *Reading Achievement; *Reading Instruction; State Programs
IDENTIFIERS- *Maine; *Reading Recovery Projects

This report states that in 1998-1999 and 1999-2000 in Maine the number of Reading Recovery programs provided increased by 5% and 11% respectively, and that more than half of all Reading Recovery R students successfully completed the program. The report also states that students who successfully completed Reading Recovery R continued to improve in reading levels after they left the program, even without the extra instruction, and that most of the Reading Recovery R students who successfully completed the program were in the upper half of their classes in reading achievement, with many in the top quartile. It finds that the majority of Reading Recovery R students were reading on grade level at the end of first grade, and that very few were referred for special education services in reading, even though they had been the very lowest students in their first grades. It also finds that schools that reported they were able to serve all the students who needed Reading Recovery R recommended fewer students for further services and had fewer students with incomplete programs at the year's end. The report presents several implementation recommendations and calls for more funding for Reading Recovery R in Maine. (Contains 12 tables of data and 4 figures. Appended are: (1) a rubric for assessing a school's operation of Reading Recovery and (2) a hard to accelerate student action plan.) (NKA)

ED 458 523 CS 014 476

Ediger, Marlow
The Feeling Dimension in Reading.
PUB DATE- 01
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Philosophy; Elementary Secondary Education; *Emotional Response; Existentialism; *Reading Instruction; *Reading Material Selection; Student Development; Teacher Role; Testing
IDENTIFIERS- Experimentalism

The feeling dimension of students cannot be ignored in teaching and learning situations. Feelings are there and must not be ignored. Reading stresses word recognition, comprehension of subject matter at diverse levels of complexity, and application of what has been learned. A major ingredient so frequently left out is student appreciation of the feeling of dimension of characters in their diverse manifestations. To become increasingly human, the student, with teacher guidance, needs to read, study, and think about those tendencies which make a person unique, novel, and creative. This paper considers existentialism, perennialism, and experimentalism as philosophies of instruction. The paper also discusses the testing and measurement movement, a currently popular movement in terms of state mandated standards for students to achieve. (Contains 10 references.) (NKA)

ED 458 524 CS 014 480

ED 458 544 CS 014 510

Dionisio, Maria de Lourdes
Literacies, Contexts and Practices: Public Devices for Their Definition.
PUB DATE- 01
NOTE- 17p.; Paper presented at the European Reading Conference (12th, Dublin, Ireland, July 1-4, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Data Interpretation; Foreign Countries; Higher Education; *Literacy; Questionnaires; *Reading Attitudes; *Reading Habits; Secondary Education; *Student Surveys
IDENTIFIERS- Literacy as a Social Process; *Portugal; *Reading Uses

In Portugal, the word "literacy" acquired public importance in October 1995, in the first national literacy assessment report. In the last few years, "reading habits" and not "literacy" became a privileged research object, and it is the amount and kind of reading that is being measured, with the results taken as measures of literacy. These reading habits survey statistics function as a part of a "cultural model" which defines "what counts as normal and natural and what counts as inappropriate and deviant" (Gee, 2001). Four reading habits surveys, conducted in 1999 and 2000 in four different Portuguese cities, were scrutinized. Survey data had been collected in questionnaires answered by students ranging in age from 14 to 24. With little variation, all the questionnaires, together with questions about the primary socializing contexts of the students, privileged the same dimensions. Reading and literacy were conveyed as a set of fixed practices which do not depend on the contexts. But literacy changes as contexts change, literacy practices have broader social meanings and are "supported, sustained, learned, and impeded in people's lives and relationships" (Barton and Hamilton, 2000); they are not an individual matter but a community issue. In the surveys, when students showed that they read to be in the world, to know things, these facts are undervalued and the students' identities as readers are denied because they read the way they choose, the way they need: mostly for information. Book literacy is afforded a higher status than other forms of literacy, pushing into marginal places other literacies associated with other domains of life. (Contains 6 notes, a figure, and 18 references.) Data from the surveys are appended. (NKA)

ED 458 545 CS 014 511

Forde, Jan; Weinberger, Jo
Developing a Storysack Project within a Sure Start Initiative: Reflections and Emerging Findings on Working Together with Parents To Produce a Community Resource.
PUB DATE- 01
NOTE- 14p.; Paper presented at the Annual Meeting of the United Kingdom Reading Association (37th, Canterbury, Kent, United Kingdom, July 6-8, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Development; Community Involvement;

of curriculum, the place of culturally responsive pedagogy, and what role each of these plays in the phonics program. The paper's critical analyses demonstrate that students and teachers are held as "curriculum hostages" in a variety of ways. Finally the paper suggests options for teachers and researcher actions. (Contains 29 references.) (NKA)

ED 458 565 CS 014 538

Pollakof, Anne Rogers, Ed.
Reading: Phonemic Awareness, Vocabulary Acquisition, Teaching and Intervention.
PUB DATE- 01
NOTE- 26p.; Published ten times per year. Theme issue.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Early Intervention; Elementary Education; High Risk Students; Online Courses; *Professional Development; Reading Failure; *Reading Instruction; *Reading Research; *Reading Skills; *Vocabulary Development
IDENTIFIERS- *Phonemic Awareness

To spread the word that reading instruction must be based on research and to improve the preparation of teachers to teach reading, this edition of "Basic Education" emphasizes some of the most significant findings of recent reading research and suggests how these findings should translate into immediate action and policy. The first article, "A Primer on Phonemic Awareness: Why It's a Good Idea" (Edward J. Kame'enui and Deborah C. Simmons), looks at the "unambiguous" scientific evidence that, to learn to read, children must be taught to recognize phonemes in spoken words. The second article, "Vocabulary Acquisition: Direct Teaching and Indirect Learning" (Jean H. Osborn and Bonnie B. Armbruster), explores how children learn new vocabulary and the connection between vocabulary, reading comprehension, and school achievement. The third article, "Early Intervention for Children At-Risk for Reading Failure" (G. Reid Lyon and Jack M. Fletcher), examines the importance for children at-risk for reading failure of early intervention, which could greatly reduce the number of school-age children needing compensatory help later on. The last article, "On-Line Staff Development in Reading Skills" (Melissa B. Hayden and Muriel V. Berkeley), reports on the reading skills course the authors offered online to elementary school teachers, finding that teachers were grateful and eager for the research-based instruction and the flexibility of the online experience. (NKA)

ED 458 566 CS 014 539

Edlger, Marlow
Reading: Intrinsic versus Extrinsic Motivation.
PUB DATE- 01
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classroom Techniques; Individualized Instruction; Primary Education; *Reading Achievement; *Reading Instruction; *Student Motivation; *Teacher Role; *Testing
IDENTIFIERS- *Mandated Tests

Much debate centers on motivating student in reading achievement. Should students feel motivated from within (intrinsic

(141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Course Descriptions; *Educational Environment; *First Year Seminars; Higher Education; Program Descriptions; *Student Needs; *Transitional Programs; *Writing Assignments
IDENTIFIERS- Academic Support Services; Critical Literacy; *University of Iowa

The IowaLink Program at the University of Iowa is a two-semester, academic support program for recruited students. The program provides an extended academic transition between high school and college for students who have demonstrated the potential to succeed at Iowa but who do not meet standards for regular admission. One of the features of the program is a course called Academic Seminar--Academic Seminar I and II is a course sequence designed specifically for the Iowa Link Program which introduces students to the university's academic culture, using an ethnographic, activity-oriented approach. The course carries a reading and writing component equivalent to that of a freshman composition course. In this paper the author/educator discusses the course, which she has been teaching for 3 years. While the developmental aspect of IowaLink stresses the cognitive and affective development of students, the paper argues that providing this kind of learning opportunity by itself will severely shortchange the students. It maintains that skills and cognition are the "phonics" of academic discourse in courses such as Academic Seminar. The paper suggests a two-fold approach: the use of cognitive and affective strategies within a critical literacy framework. It provides a detailed example of the establishment of a practice of critical literacy with the delineation of an education autobiography writing assignment students must complete as their first investigation. (Contains 10 references.) (NKA)

ED 458 586 CS 217 683

Mello, Robin
"Creating Pictures in My Mind": A Qualitative Study of Children's Responses to Storytelling in the Classroom.
PUB DATE- 97
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Journal Articles (080),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Communication; Classroom Research; Classroom Techniques; Creative Activities; Grade 4; Grade 5; Intermediate Grades; Interviews; *Listening; Qualitative Research; *Story Telling; *Student Reaction; Teacher Researchers
IDENTIFIERS- *Childrens Responses; Communication Context; New England; Personal Experiences

Little research exists that examines how children experience listening to stories, and few studies have been done that ask students to discuss their own experience with storytelling. A qualitative grounded study designed to focus upon children's responses and experiences to storytelling in the classroom was conducted in a public middle school in a New England mill town with eight fourth and fifth grade students. These children came from white, working class, and middle class families and were attending a special needs classroom for "academic support" in reading during a part of their school day. Every other week, the researcher came into the classroom and told stories for about 45 minutes per session to these students. The "telling style" is described as theatrical and interactive, with no set text or script. After the sessions, students met with the

DOCUMENT RESUME

ED 458 606 CS 217 728

Fraser, Helen; Pirrie, Anne
Improving Standards of Literacy and Numeracy in the Early Years of Primary School: Preliminary Findings from the National Evaluation of the Early Intervention Programme in Scotland.
PUB DATE- 99
NOTE- 7p.; Paper presented at the European Conference on Educational Research (Lahti, Finland, September 22-25, 1999).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Early Intervention; Foreign Countries; Primary Education; Program Descriptions; Program Effectiveness; Reading Achievement; *Reading Improvement; *Teacher Attitudes; Writing Achievement; *Writing Improvement
IDENTIFIERS- Scotland

This paper reports the early stages of a 3-year evaluation of the Early Intervention Programme in Scotland. The Early Intervention Programme is a high-profile government initiative which receives major government funding (60 million pounds sterling over 5 years) and is designed to improve standards of literacy and numeracy in the first 2 years of primary school. The paper presents some early findings. Firstly, it illustrates the range of early intervention schemes, and explores the extent to which these represent different understanding of the overall purpose of the programme. Secondly, the paper draws upon survey data gathered on stakeholders' perceptions of the impact of the Early Intervention Programme as it develops. The stakeholders include headteachers, class teachers, learning support teachers and classroom assistants, as well as educational psychologists and local authority personnel who have played a significant role in the design and/or implementation of schemes in their area. (RS)

ED 458 607 CS 217 729

Rowan, Leonie
Write Me In: Inclusive Texts in the Primary Classroom.
PUB DATE- 01
NOTE- 124p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cultural Context; *Diversity (Student); Elementary Education; Foreign Countries; *Multicultural Education; *Social Differences; Transformative Learning
IDENTIFIERS- *Australia; Multiple Texts; *Transformative Education

As much as any society of people, Australians represent themselves as equals. Yet few Australians are able to fit the widely circulated myths about what is normal, valuable, and desirable in their society. This book enables teachers and their students to challenge the multiplicity of texts that combine to tell Australians who they are and who they should be, and to construct new, truly inclusive, texts in their place. The book concerns itself with three things: differences among people, and the responses to them; the cultural context, and the messages that it circulates about these differences; and education, and the contribution that teachers and schools make to the way students learn to think about the diversity of the society they are part of. The book is divided into the following chapters: Introduction: Educating Raoul and Rifka and

DOCUMENT RESUME

conditions that best support collaboration and proposes new ways of thinking about the relationship between teachers' joint work and school culture. (Contains approximately 180 references.) (NKA)

ED 458 627 CS 217 758

Brewbaker, James, Ed.; Hyland, Dawnelle J., Ed.
Poems by Adolescents and Adults: A Thematic Collection for Middle School and High School.
PUB DATE- 02
NOTE- 270p.; Sponsored by the Assembly on Literature for Adolescents of NCTE (ALAN) Research Foundation.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - General (020),Creative Works (Literary and Dramatic) (030),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Anthologies; Class Activities; Classroom Techniques; Creative Writing; High Schools; Middle Schools; *Poetry; *Poets; *Thematic Approach
IDENTIFIERS- Poetic Forms; *Young Authors

This book, a collection of poems by adolescents and adults, is designed to offer teachers a supplement to the standard middle school and high school literature anthologies. Divided into 11 themed sections, the collection mixes more than 100 poems by students in grades 5 to 12 with more than 40 pieces by adults, including well-known writers such as William Stafford, Nikki Giovanni, Gary Soto, and Sandra Cisneros, as well as classroom teachers whose work has been published in "English Journal." The book's themes range widely--from family relations to peer pressure, from school life to social issues, and from love to hopes for the future--in poems that are sometimes playful, sometimes deeply felt, sometimes provocative, and always of high interest to students. Each section in the book begins with an introduction in which the editors offer reminiscences centered on the theme and suggest ways to cluster the poems with both traditional and young adult literature. The collection offers teachers an accessible resource for planning classroom activities, promoting discussion, and engaging students in thinking about how poetry can be meaningful in their lives. Appended are book resources for using/teaching poetry; an annotated list of recent "English Journal" and "Voices from the Middle" articles on using/teaching poetry; recommended Web sites on poetry in the classroom; and a list of adolescent poets' hometowns, schools, and teachers. (NKA)

ED 458 628 CS 217 761

Mayo, Wendell
Collaborative Learning and Interpretation of Literature.
PUB DATE- 01
NOTE- 11p.; Paper presented at the Annual International Meeting of the Lithuanian English Language Teachers and Lecturers Association (8th, Vilnius, Lithuania, December 8, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Research; *Cooperative Learning; *English Instruction; Higher Education; *Interpretive Skills; *Literary Criticism
IDENTIFIERS- Bowling Green State University OH; *Interpretive

PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches,
  Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; *Mythology; Non Western
  Civilization; *Philosophy; *Religion; *Rhetoric
IDENTIFIERS- *Bhagavad Gita; Narrative Theory; *Plato of Athens

Mythic elements are often found at the very heart of both eastern and western philosophical and religious tradition. This paper seeks to examine the uses of myth in conveying important concepts of soul, rebirth, and salvation in two seminal texts--Plato's "Phaedrus" and the Hindu "Bhagavad Gita." In drawing from narrative theory, this inquiry demonstrates that while certain mythic elements are similar, fundamental differences emerge in mythic conceptions due to the divergent ideals of self in both cultures. (Contains 29 references.) (Author/RS)

ED 458 648 CS 510 661

Stroud, Scott R.
Narrative Translation across Cultures: From the "Bhagavad Gita"
  to "The Legend of Bagger Vance."
PUB DATE- 01
NOTE- 16p.; Paper presented at the Annual Meeting of the National
  Communication Association (87th, Atlanta, GA, November 1-4,
  2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials
  (070),Speeches, Conference Papers, "Papers Presented at..."
  (150)
DESCRIPTORS- Cross Cultural Studies; *Cultural Context; Discourse
  Analysis; *Films; *Novels; *World Literature
IDENTIFIERS- *Bhagavad Gita; Narrative Text

Religious narratives can and do cross borders through communicative practices and arenas that span cultures. The ideas and conceptual tools enshrined in another culture's stories can be appropriated in one of two ways by another culture--either through using such a text to denigrate the originator culture or to adapt the ideas within to the new culture's ideological superstructure. It is this latter version of cultural appropriation that can be seen at work in the novel and film adaptations of the "Bhagavad Gita," both entitled "The Legend of Bagger Vance." What is interesting are the changes that occur to this very philosophical and religious narrative, the "Bhagavad Gita," in the hands of western publishing and film systems. This paper argues that as the narrative translation of the "Bhagavad Gita" gets deeper into western media systems, the narrative of the book and film increasingly becomes bereft of monistic, eastern "content" and is instead replaced by "western" notions of God and individual projects/goals. To substantiate this claim of increasing westernization of the narrative in important philosophical and religious ways, the paper first examines some grounding theory in narrative research and then focuses on each text--the "Bhagavad Gita"; the "Legend of Bagger Vance," the novel; and the "Legend of Bagger Vance," the film. (Contains 48 references.) (NKA)

ED 458 649 CS 510 662

Stroud, Scott R.
Rhetorical Transcendence Revisited: The "Thin Red Line" as
  Perennial Philosophy.
PUB DATE- 01
NOTE- 9p.; Paper presented at the Annual Meeting of the National

intent. The paper suggests that educators need such a bridge to enhance reading, writing, speaking, listening, and understanding and thus, media interdisciplinary lessons became integral to helping young adolescents begin the leap to formal operations development. The paper details the means used to assess the students' media analysis skills. It also states that the unit addresses Massachusetts content standards in all academic areas through four essential media literacy concepts: (1) messages are constructed; (2) messages are representations of the world; (3) messages have economic and political purposes and contexts; and (4) individuals create meaning in media messages through interpretation. (NKA)

ED 458 670 CS 510 690

Scheffel, Debora L.; Omdal, Stuart; Usrey, Deborah
Computer Mediated Linguistic Interaction as a Tool for the Social Construction of Knowledge.
PUB DATE- 00
NOTE- 8p.; Paper presented at the Annual Meeting of the Central States Communication Association (68th, Detroit, MI, April 13-16, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Mediated Communication; *Computer Uses in Education; Discourse Analysis; *Discourse Communities; Higher Education
IDENTIFIERS- Conceptual Change; *Knowledge Acquisition

The increasing use of computer technology in formal educational settings has been simultaneous with the increased acceptance of functional perspectives of knowledge construction and acquisition. The practical need to make formal education cost efficient has resulted in the use of computer technology to render knowledge accessible to students who are distant in time and/or space from traditional educational settings. A study analyzed transcripts excerpted from online threaded discussions to identify language content and usage characteristics reflecting knowledge construction occurring between participants, and consequent inferred cognitive change. Specifically, contingency in discourse may be viewed as one such characteristic. An analysis of numerous transcripts of interactions of students participating in online discussions suggests that contingent language use is occurring and can be a useful index for initial conceptual change. For contingent language to occur, a person must first identify his/her social role or status with other participants in the group. The second step is to use linguistic exchange to constrain word meanings, by using other people's words and then adding personal meanings. These steps can be seen occurring in a transcript which captures an online discussion about where deaf individuals can best receive an education. As each participant adds his/her own understanding of the connotation of these words, the other potentially comes to a richer understanding of the whole issue of residential versus non-residential placement for individuals with hearing differences. Those engaged in education need to better understand whether, how, and to what extent learning is taking place through online technology and how to assess it. (Contains 10 references.) (NKA)

ED 458 671 CS 510 691

James, David L.

DOCUMENT RESUME

Phillips, D. C., Ed.
Constructivism in Education: Opinions and Second Opinions on Controversial Issues. Ninety-Ninth Yearbook of the National Society for the Study of Education.
PUB DATE- 00
NOTE- 340p.; Part II of this Yearbook is "American Education: Yesterday, Today, and Tomorrow," published simultaneously.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Cognitive Structures; Concept Formation; *Constructivism (Learning); Curriculum; Educational Change; Educational Theories; Elementary Secondary Education; *Learning Theories; Mathematics Education; Science Education
IDENTIFIERS- National Society for the Study of Education

This yearbook contains essays that examine the construction of knowledge. The 10 articles, which are called "opinions," are divided into 5 sections, most of which examine the construction of scientific knowledge. An editor's introduction begins each section. Section 1, "Constructivism as an Epistemology and Philosophy of Education," contains two essays: "Constructing Constructivism, Epistemological and Pedagogical" (Kenneth Howe and Jason Berv) and "Seductive Illusions: Von Glasersfeld and Gergen on Epistemology and Education" (Luise McCarty and Thomas Schwandt). Section 2, "Social Constructivism," contains "A Critique of Radical Social Constructivism" (Peter Slezak) and "Reconsidering Social Constructivism: The Relevance of George Herbert Mead's Interactionism" (Eric Bredo). Section 3 focuses on constructivism in science and mathematics and includes "Appraising Constructivism in Science and Mathematics Education" (Michael Matthews) and "Making Believe: The Collective Construction of Public Mathematical Knowledge in the Elementary Classroom" (Deborah Ball and Hyman Bass). Section 4, "The Impact of Constructivism on Researchers," consists of "Constructivism in Science Education: Moving on ..." (Kenneth Tobin) and "Constructivism and Learning Research in Science Education" (Richard Gunstone). The last section, "Final Opinions," contains "The Changing Perspectives of Constructivism: Science Wars and Children's Creativity" (Joan Solomon); and "Moving Beyond the Impasse" (Nicholas Burbules). (Contains name and subject indices.) (RJM)

ED 458 690 EA 031 403

O'Toole, James
Leadership A to Z: A Guide for the Appropriately Ambitious. Jossey-Bass Business & Management Series.
PUB DATE- 99
NOTE- 332p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrative Principles; *Administrator Guides; Educational Administration; Elementary Secondary Education; Leaders Guides; Leadership; Leadership Training

This book identifies what leaders need to do to create high-performing, self-renewing organizations. The emphasis is on action rather than theory, and the short passages are designed for quick perusal. The book emphasizes the notion that most elements of leadership can be learned; the only inherent character trait needed for effective leadership is ambition. The text contains 92 insights on the elements of leadership. The following categories, listed alphabetically, are discussed:

generally affects nearly all aspects of a local educational program, so does scheduling. With the sudden emergence of renewed interest in block scheduling, a review of research on block scheduling and of other scheduling options is handled in part V. (Contains 60 pages of references.) (DFR)

ED 458 709 EA 031 427

Dronkers, J.
More Parental Choice in Europe? Overview of Effectiveness Differences between Religious Schools and Public Schools in Several European Societies.
PUB DATE- 01
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Cognitive Development; Educational Attainment; Educational Change; Educational Improvement; Elementary Secondary Education; Financial Support; Foreign Countries; *Parent Participation; *Parochial Schools; Public Schools; *School Choice; *Teacher Improvement
IDENTIFIERS- *Europe

One of the assumptions of the debate over parental choice is that private schools are more effective than public ones. This paper reviews the available evidence that religious schools in Europe are more effective. Available studies compare outcomes of public and religious schools in Flemish Belgium, France, Germany, Hungary, the Netherlands, and Scotland. Findings suggest that differences in school success and cognitive qualification exist between public and religious schools in France, Hungary, the Netherlands, and Scotland, and these differences cannot be explained by different social composition of these schools or by other obvious social characteristics of pupils, parents, schools, or neighborhoods. These differences in effectiveness are less clear in Germany, though there are some indications of a higher effectiveness of German religious schools. However, differences in noncognitive achievements are not found in Flemish-Belgium and found only partly in Germany. The indications are that public and state-funded religious schools give parents a real choice between schools of different quality. (Contains 24 references.) (DFR)

ED 458 710 EA 031 428

Malone, Bobby G.; Sharp, William L.; Walter, James K.
What's Right about the Principalship?
PUB DATE- 01
NOTE- 16p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 24-27, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Change; Elementary Secondary Education; Job Development; *Job Satisfaction; *Motivation Techniques; Occupational Information; *Principals; Public Schools; *Recruitment; Salaries; Wages

Superintendents report the principal's job as overly demanding in listing usually includes the following information: name and address, phone numbers, e-mail address, Web site, and a one-paragraph description. A separate section lists toll-free telephone numbers for most of the organizations. (DB)

ED 458 730 EC 308 676

Gardner, Daniel, Ed.
The Student with a Brain Injury: Achieving Goals for Higher Education.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 01
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Ancillary School Services; Case Studies; Cognitive Processes; *College Students; Etiology; *Head Injuries; Higher Education; Learning Strategies; *Neurological Impairments; Neurology; *Special Needs Students; Student Development; Student Needs; Student Personnel Services

This paper examines issues in the postsecondary education of students with brain injuries. It defines the categories of brain injury and describes the impact on an individual's ability to learn and to live independently. Appropriate learning tools and strategies to help these students succeed in postsecondary education are discussed. The paper also offers specific suggestions to students, parents, instructors, academic advisors, therapists, and Disability Support Services administrators. Case studies of two specific students with brain injuries illustrate common pitfalls and obstacles encountered when adjusting to and developing beyond the effects of such injury. Individual sections address: types and causes of brain injury, effects of a brain injury, cognitive impairments, physical and sensory impairments, psychosocial impairments, impact on the learning process, financial impact, comparisons with other disability categories, and education and related services for students with brain injuries. A resource list of organizations, Web sites, and organizations completes the paper. (DB)

ED 458 731 EC 308 677

AFB Directory of Services for Blind and Visually Impaired Persons in the United States and Canada. 26th Edition.
PUB DATE- 01
NOTE- 823p.; For earlier edition, see ED 419 353.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adults; *Assistive Devices (for Disabled); *Blindness; Braille; Children; Elementary Secondary Education; *Federal Programs; Foreign Countries; Independent Living; Large Type Materials; Low Vision Aids; *Organizations (Groups); Private Agencies; Public Agencies; Social Support Groups; *Special Schools; State Programs; Teacher Certification; Teacher Education Programs; *Visual Impairments; Voluntary Agencies
IDENTIFIERS- Canada

This directory is a broad-based compilation of schools, agencies,

Secondary Education; *Integrated Services; *Intervention; Models; Outcomes of Treatment; *Prevention; *Program Effectiveness; Program Evaluation; Research Utilization; Theory Practice Relationship
IDENTIFIERS- *Full Service School Model

This digest summarizes the research on effects of the full-service school model on students with disabilities. In the full-service model, schools house a variety of health care, mental health, and related services for children and their families. Examples are listed of preventive services, early intervention services, and intensive treatments for chronic disabling conditions. Benefits for students with disabilities are suggested in the areas of prevention, support, and provision of integrated services related to special education. The paper describes some specific projects to demonstrate the emerging knowledge base on full-service schools and students with disabilities. These include California's Health Start program, the replication and evaluation of the Linkages to Learning Model by University of Maryland researchers, and the study of the relationship of full-service schools to the prevention of serious emotional disturbance in two full-service schools in urban districts in Florida. Implications for policy and practice suggest full-service schools may: (1) prevent problems from becoming serious and/or requiring referral to more intensive support programs; (2) provide early intervention services; (3) support students with multiple risk factors in accessible locations; and (4) provide comprehensive intervention support in school settings. (DB)

ED 458 750 EC 308 696

Hartwig, Eric P.; Ruesch, Gary M.
Discipline in the School. Second Edition.
PUB DATE- 01
NOTE- 421p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Behavior Disorders; *Behavior Modification; Behavior Problems; *Disabilities; *Discipline; *Discipline Policy; Elementary Secondary Education; Expulsion; *Federal Legislation; *Individualized Education Programs; Policy Formation; School Responsibility; Suspension

This book is intended to assist in the formulation, implementation, and evaluation of more effective, legally sound disciplinary policies and procedures for all students in school. Case histories, court decisions, literature reviews, and positive education practices regarding the use of properly created intervention plans are available in many forms and in a variety of formats. The book summarizes and addresses techniques that increase the potential for school districts to create an effective intervention model. Constitutional requirements are addressed in the context of establishing rules that are reasonable, clear, adopted in good faith, and designed to achieve school objectives. Specific chapters address: (1) historical perspectives of discipline issues and institutional and parent factors that affect discipline; (2) the role of the Individualized Education Program (IEP) team; (3) the role of the IEP in placement and programming; (4) legal parameters; (5) suspension and expulsion and the Individuals with Disabilities Education Act; (6) positive educational alternatives to

NOTE- 176p.; Published by David Fulton Publishers Ltd.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Behavior Disorders; *Behavior Modification; *British National Curriculum; Classroom Techniques; Educational Environment; Educational Strategies; Elementary Secondary Education; *Emotional Disturbances; Foreign Countries; *Inclusive Schools; Interpersonal Competence; *Peer Relationship; Peer Teaching; Teacher Student Relationship
IDENTIFIERS- Great Britain; *Social Skills Training

This book is designed to help British educators successfully include students with emotional and behavioral difficulties into the mainstream school. It addresses the skills and strategies needed to support the emotional needs of pupils within the British National Curriculum framework and school improvement agenda. The book begins by examining the underlying causes of poor behavior and what educators can do in the school environment because they cannot change what happens elsewhere. It addresses the three groups who have an impact upon schools: teachers, peer groups, and the pupils themselves. The book looks at skills needed by the teacher, structures that allow those skills to be used effectively, and skills needed by the peer group of pupils with behavioral difficulties. A variety of strategies are suggested that can be used in the classroom to develop these skills. In each case, the book addresses the skills needed to be taught to the pupils, both with and without specific behavioral difficulties, and the structures through which the curriculum can be delivered that will offer a secure environment for the pupils to practice these skills. (Contains over 100 references.) (CR)

ED 458 769 EC 308 717

Purcell, Sherry L.; Grant, Debbie
Assistive Technology Solutions for IEP Teams.
PUB DATE- 02
NOTE- 332p.; Published by IEP Resources.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Assistive Devices (for Disabled); Classroom Techniques; Educational Legislation; Educational Technology; Elementary Education; Federal Legislation; *Grammar; *Learning Disabilities; Primary Education; Reading Comprehension; *Reading Instruction; Spelling; *Writing Instruction
IDENTIFIERS- Individuals with Disabilities Education Act

This guide was developed with the recognition of the growing need for school districts to provide access to the general education curriculum for students with special needs and to align assistive technology (AT) with performance requirements of the curriculum. The AT solutions presented represent changes in materials and instructional strategies and are built on concepts related to accommodations as defined in the Individuals with Disabilities Education Act. The emphasis is on the low end of the technology spectrum and the student population focus includes students in grades K-3 who have mild to moderate cognitive processing impairments, fine motor

NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Design Requirements; *Educational Facilities Design; Elementary Secondary Education; *Interior Space; Public Schools; *School Space
IDENTIFIERS- *Arizona

This document presents methods for determining minimum school space requirements for Arizona public school classrooms; libraries and media centers; cafeterias; auditoriums and other multiuse space; science, art, vocational education, and physical education space; and non-educational areas. The space requirements are based on the following documents adopted in 1999 by Arizona's School Facilities Board: the Building Adequacy Guidelines; the Further Delineation and Explanation of the Building Adequacy Guidelines; and Exhibit A (Equipment List). (GR)

ED 458 791 EF 006 033

Lyons, John B.
Do School Facilities Really Impact a Child's Education? IssueTrak: A CEFPI Brief on Educational Facility Issues.
PUB DATE- 01
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Comparative Analysis; *Educational Research; Elementary Secondary Education; *School Effectiveness; *Student School Relationship

This paper reviews research that correlates student achievement and the condition and utility of school facilities. The discussion focuses on the influence of various facility conditions on students, including building age, temperature and ventilation, acoustics, lighting, curriculum development, and school size. Research shows that older buildings may pose a variety of negative consequences for the learning process, while safe and modern schools with controlled environments enhance learning. More specifically, students who attend better buildings have test scores ranging from 5 to 17 percentile points higher than students in substandard facilities. The paper concludes by quoting a recent report suggesting that a school's condition may have a stronger influence on student performance and achievement than the combined influences of family background, socio-economic status, school attendance, and behavior. (GR)

ED 458 792 FL 026 940

Tucker, G. Richard
Applied Linguistics in the Philippines.
PUB DATE- 01
NOTE- 11p.; Paper presented at the Annual Meeting of the American Association for Applied Linguistics (St. Louis, MO, February 24-27, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Applied Linguistics; Developing Nations; English;

likelihood that students will see school and literacy as relevant to their lives. An extensive literature review is provided to bolster the argument that bilingual models applied to the case of bidialectalism point to the usefulness of both Standard English and AAVE. (Contains 42 references.) (KFT)

ED 458 812 FL 026 968

Nakamura, Yuji
Rasch Measurement and Item Banking: Theory and Practice.
PUB DATE- 01
NOTE- 15p.; Supported in part by a research grant from Tokoya Keizai University.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Item Response Theory; *Second Language Instruction; Second Language Learning; Student Evaluation; *Test Items; Test Validity; Testing
IDENTIFIERS- Rasch Model

The Rasch Model is an item response theory, one parameter model developed that states that the probability of a correct response on a test is a function of the difficulty of the item and the ability of the candidate. Item banking is useful for language testing. The Rasch Model provides estimates of item difficulties that are meaningful, irrespective of the ability level tested. This paper focuses mainly on how the model can contribute to the feasibility of item banking in terms of language testing. The present research deals mainly with the following basic aspects of item banking: calibration of items for storage; the measurement of student abilities; and the advantages and limitations of item banking. Item characteristics can be determined either by traditional item statistics (Classical Test Theory) or a newer method of estimating item statistics called Item Response Theory. In this paper, Item Response Theory is used for dealing with item characteristics. The sample data for the research in this paper were taken from a multiple choice test that consisted of 10 items and was given to 105 students. It is concluded that Item Response Theory facilitates item banking by allowing all of the items to be calibrated and positioned on the same latent continuum by means of a common metric, and allows additional items to be added subsequently without the need to locate and retest the original sample of examinees. Furthermore, an item bank permits the construction of tests of known reliability and validity based on appropriate selection of item subsets from the bank without further need for trial in the field. (Contains 12 references.) (KFT)

ED 458 813 FL 026 969

Gallagher, Chris; McCabe, Anne
Nominalized Writing: Approximating Academic Register.
PUB DATE- 01
NOTE- 16p.; Paper presented at the Annual Meeting of the American Association for Applied Linguistics (St. Louis, MO, February 24-27, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Discourse; Applied Linguistics; Class Activities; College Students; *English for Academic Purposes; Foreign Countries; Higher Education; *Second Language

DESCRIPTORS- *Adult Education; *Annotated Bibliographies; Databases; Educational Research; English (Second Language); Language Research; Literacy; Second Language Instruction; Second Language Learning

The annotated bibliography is designed to be of help to teachers of English as a Second Language (ESL) to an often overlooked population--adult language learners in non-academic settings and adult education programs. And for this group there is typically little research available on second language acquisition (as distinguished from second language learning). This annotated bibliography highlights the journal articles and other documents in the Educational Resources Information Center (ERIC) database and represents what there is and addresses important issues for second language acquisition for adult populations. The documents and journals represent approaches being used by researchers and educators to study adult language learners, including those for whom English is the target language. Twelve references are fully annotated and highlighted. Twenty-two standard references are also included. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (KFT)

ED 458 835 FL 801 473

Achren, Lynda; Bamforth, Jill; McKenna, Angela
Certificates in English Language Literacies (CELL). Adult Education in the Community.
PUB DATE- 00
NOTE- 126p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Cooperative Learning; Curriculum Development; *English (Second Language); Foreign Countries; Immigrants; Instructional Materials; Interlanguage; *Learning Modules; Lesson Plans; *Literacy Education; Second Language Instruction; Second Language Learning
IDENTIFIERS- Australia

This curriculum guide for Certificates in English Language Literacies (CELL) advocates "apprenticed" learning and assessment. At no stage is the learner expected to work alone, though it is expected and desired that learners eventually consolidate more skills and become more independent. This curriculum is designed so that the learner will always have considerable scaffolding from the teacher or other learners. The following issues are considered important and addressed in this curriculum: expression of student needs, cultural considerations, interlanguage, language varieties, the "covert curriculum," classroom relationships, teaching styles ("tell or teach"), and critical analysis of lower level learners. The guide is divided into three sections: "General Information"; "Course Overview"; and "Module Details." Learning modules for three certificate programs are:21046VIC Certificate in English Language Literacies (Foundation); 21047 VIC Certificate I in English Language Literacies; and 21048VIC Certificate II in English Language Literacies. All three curriculum documents have been accredited under the authority of the adult Community and Further Education Board of Victoria, Australia for the period of July 1, 2000 to June 30, 2004. There are also four appendices: "Sample Course Outline for Curriculum Domains"; "Record of Observation Sheet"; "Course Planning Sheets"; and "Sample Certificate/Statement." (Adjunct ERIC Clearinghouse for

European Prison Education Association at which 50 representatives from countries around the world drafted a theoretical framework for prison/correctional education. "Cost Effective Corrections Program Options" (Sylvia G. McCollum) examines the benefits of prison job fairs and discusses a U.S. Federal Bureau of Prisons initiative that has resulted in 43 mock job fairs in 34 federal prisons since October 1996. "It Just Couldn't Have Been Our School: A Phenomenological Study of the Schooling Experiences of African American Male Inmates" (Shandra R. Terrell) reports on a study in which nine African American male inmates were interviewed regarding their schooling experiences. "Funding Sources for the Education of Incarcerated Adults in Sheboygan County, Wisconsin" (Sharon Abel) explores funding options to expand a local technical college's program for local inmates. "The Need for Cognitive Skills Training in Correctional Vocational Education Programming" (Kim Kachelmyer) examines the role of cognitive skills training as a precursor to vocational education programming in Minnesota prisons. All papers contain substantial bibliographies. (MN)

ED 458 355   CE 080 683

High Road Partnerships Report: Innovations in Building Good Jobs and Strong Communities.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, DC.
PUB DATE- 00
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adjustment (to Environment); Building Trades; Case Studies; Communication (Thought Transfer); Community Benefits; Community Development; Consortia; *Cooperative Planning; Cooperative Programs; Definitions; Economic Development; *Education Work Relationship; Educational Benefits; Educational Cooperation; Educational Environment; Employer Employee Relationship; Employment Practices; Financial Support; Guidelines; Health Occupations; Hospitality Occupations; Innovation; Job Placement; Job Training; *Labor Force Development; Modernization; Organizational Development; Performance Factors; Postsecondary Education; Program Descriptions;
IDENTIFIERS- Global Economy; Stakeholders

When deciding how to compete in the new global economy, employers can opt for "low-road" strategies such as low wages and no job security. Alternatively, they can choose the "high road" and compete by offering quality goods and services, innovation, and value. Fourteen successful "high-road" partnerships were examined to identify elements likely to lead to successful partnerships, barriers to effectiveness, and tools to help surmount them. The individual partnerships focused on different sectors and involved different stakeholder groups, including unions, educators, employers, community organizations, and government. However, the activities/services provided by the partnerships all fell into the following categories: (1) setting workplace, job, and/or investment standards; (2) workforce development; (3) business services (joint-labor management programs assisting employers with modernization and/or providing financial or similar services); and (4) people services (building good jobs and career paths while helping employers compete and promoting fairer access to economic opportunity). At least initially, partnerships tended to be

PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Age Differences; Age Discrimination; Aging (Individuals); Demography; Developed Nations; Early Retirement; Economic Factors; *Education Work Relationship; *Educational Needs; Employer Attitudes; Employment Level; *Employment Patterns; Employment Practices; Employment Problems; Employment Projections; *Employment Qualifications; Entry Workers; Foreign Countries; Futures (of Society); Higher Education; Job Skills; Labor Force; Labor Utilization; Older Adults; *Older Workers; Policy Formation; Public Policy; Quality of Working Life; Retirement; Retraining; Underemployment; Vocational Maturity; Work Attitudes

IDENTIFIERS- European Union; *Finland

Research synthesized from three studies of the Finnish labor market indicates that a rapidly changing working life in Finland (and the rest of Europe) sets many different challenges for the workforce. In Finland, the population is even more aged than in the other European Union (EU) member states, and the transition of older workers to retirement is also happening, on average, faster than in other EU countries. Demand in the Finnish labor market is directed to the younger, and usually more educated group, while the supply comes increasingly from the aging group. Current developments in demographic structure and the eagerness of employees to take early retirement have stimulated the debate over ways of maintaining working capacity. Education and training is considered essential for older workers (aged 45 and over). A large proportion of these workers should be retrained or given supplementary training to avoid their early retirement. On the other hand, the situation of younger and more highly educated workers is not easy either. Many younger workers find themselves over-educated and under-employed, since a high level of education does not guarantee sufficient occupational know-how. Employment qualifications favored by employers are work experience, personality, and academic credentials. The challenge to education and labor policy in Finland and the EU will be to determine how to balance the work experience of older workers and the academic knowledge of younger workers. (KC)

ED 458 371   CE 082 396

Clover, Darlene E.; Follen, Shirley; Hall, Budd

The Nature of Transformation: Environmental Adult Education. Second Edition.

PUB DATE- 00

NOTE- 106p.; Published by Department of Adult Education, Community Development, and Counselling Psychology, Ontario Institute for Studies in Education/University of Toronto.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Activism; Adjustment (to Environment); Adoption (Ideas); Adult Education; Adult Educators; *Adult Learning; Adult Programs; Change Agents; Community Education; Comparative Analysis; Context Effect; Creativity; Critical Thinking; Definitions; Delivery Systems; Educational Objectives; Educational Practices; *Environmental Education; Foreign Countries; Guidelines; Holistic Approach; Indigenous Populations; Individual Development; *Instructional Development; Learning Activities; Learning Theories; Popular profiles; guidelines for using the handbook); (2) some instructional strategies (information on teaching approaches, choosing literacy activities, learning styles); (3) literacy activities (puzzle, television, photograph, telephone, time concept, newspaper, card-playing, flashcard, and vocabulary activities); (4) additional literacy activities (activities devoted to reading, writing, numeracy, currency, and phonics); (5) concluding materials (quotes for tutors, literacy jokes, an evaluation form); (6) acknowledgments; (7) profiles of seven literacy programs for developmentally disabled adults across Canada, including a computer-centered literacy program, industry program, and workplace literacy program offered at Saskatchewan Institute of Applied Science and Technology; (8) a 69-item annotated bibliography of printed materials, online documents, websites, newsgroups, and software and list of 15 publishers; (9) 36 readings by and for literacy learners; and (10) literacy activity master sheets. (MN)

ED 458 387 CE 082 529

Peiperl, Maury A., Ed.; Arthur, Michael B., Ed.; Goffee, Rob, Ed.; Morris, Timothy, Ed.
Career Frontiers: New Conceptions of Working Lives.
PUB DATE- 00
NOTE- 290p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adults; Biotechnology; *Career Change; Career Choice; *Career Development; Career Planning; Education Work Relationship; *Employment Patterns; Employment Practices; Females; Foreign Countries; *Futures (of Society); Individual Development; Influences; Occupational Information; *Occupational Mobility; *Organizational Change; Organizational Climate; Quality of Working Life; Work Attitudes; Work Environment
IDENTIFIERS- Career Paths; France

This book draws upon and extends a number of existing debates in the area of careers and opens additional dialogues on the future of working life. The book contains 13 papers, organized in three parts and an Introduction. The Introduction contains one paper, "Topics for Conversation: Career Themes Old and New" (Maury A. Peiperl and Michael B. Arthur). Part 1, Career Theory: Where Do We Go from Here? includes the following four papers: "Career Boundaries in a 'Boundaryless' World" (Hugh Gunz, Martin Evans, and Michael Jalland); "Motivation Selection Connection: An Evolutionary Model of Career Development" (Nigel Nicholson); "Performance, Learning and Development as Modes of Growth and Adaptation Throughout Our Lives and Careers" (Richard E. Boyatzis and David A. Kolb); and "Careers, Organizing, and Community" (Polly Parker and Michael B. Arthur). Part II, Knowledge Workers: Professionals in the Post-Corporate Age," includes the following four papers: "Theories of Managerial Action and Their Impact on the Conceptualization of Executive Careers" (Jose Luis Alvarez); "Promotion Policies and Knowledge Bases in the Professional Service Firm" (Timothy Morris); "The 'Architecture' of Careers: How Career Competencies Reveal Firm Dominant Logic in Professional Services" (Candace Jones and Benyamin M. Bergmann Lichtenstein); and "Career as Life Path: Tracing Work and Life Strategies of Biotech Professionals" (Susan C. Eaton and Lotte Bailyn). The final section, Work and Non-Work: Boundaries and Cultures, also includes four papers: "Living Lives of Change:

(070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; Adult Basic Education; Adult Development; *Adult Education; Age Differences; Cognitive Processes; Continuing Education; Educational Anthropology; *Educational Attitudes; *Learning Motivation; *Learning Problems; Learning Strategies; Midlife Transitions; *Older Adults; Participation; Physical Disabilities; Postsecondary Education; *Student Recruitment; Technology Education

The percentage of adults aged 65 years or older is expected to increase from 12 percent of the population in 1980 to more than 21 percent by the year 2030. Since many adults stay involved with learning activities well into their 80s and 90s, educational organizations have a great opportunity to supply learning activities to this population. To take advantage of this opportunity, adult educators need to understand both the uniqueness of these older adults and the barriers they face. These unique characteristics and challenges can be organized into four categories: (1) physical challenges (changes in vision, hearing, muscular system); (2) cognitive challenges (decreased short-term memory, decreased ability to think abstractly, decreased level of concentration, and increased reaction time); (3) life-stage challenges, including loss of identity, self-confidence, and independence; changes in roles because of retirement; loss of spouse and close friends; life patterns and reasons for learning; role and effect of past education; and society's view of older adults and education; and (4) other barriers, such as inadequate transportation, fear of criminal elements, lack of encouragement at home, fear of new technologies, and lack of new technologies at home. Strategies to overcome these barriers and increase educational participation by older adults include recruiting "educational buddies" to support new students, having instructors touch base with students to provide encouragement, creating programs that emphasize fun in learning new technologies, and promoting available facilities, such as free computer laboratories. (Contains 10 references.) (KC)

ED 458 406 CE 082 555

Delta Pi Epsilon National Conference. Book of Readings (Nashville, Tennessee, November 15-17, 2001).
PUB DATE- 01
NOTE- 149p.; For the 2000 proceedings, see ED 451 406. Cover title is Book of Readings. Some figures may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143)
DESCRIPTORS- Action Research; Adoption (Ideas); Business Communication; *Business Education; Business English; Check Lists; Cognitive Style; Computer Managed Instruction; Computer Uses in Education; Education Work Relationship; Educational Needs; *Educational Practices; *Educational Research; *Educational Technology; Educational Trends; Employment Qualifications; Foreign Countries; Graduate Surveys; High School Students; Higher Education; Internet; Job Skills; Literature Reviews; Longitudinal Studies; Needs Assessment; Office Occupations Education; Online Courses; Outcomes of Education; Postsecondary Education; *Research Methodology; Research Projects; Secondary Education; Self Efficacy; Student Attitudes Canada; China; Georgia; Malaysia
IDENTIFIERS- Canada; China; Georgia; Malaysia

This document contains 23 papers from a conference on promoting excellence in research and teaching for business. The following intensive services; linking them to additional training programs through one-stop; encouraging them to use one-stop postplacement services; reducing competition between Job Corps and one-stop partners for job openings). (MN)

ED 458 422 CE 082 597

Kogan, Deborah; Koller, Vinz; Kozumplik, Richalene; Lawrence, Mary Ann
Partnering for Quality under the Workforce Investment Act: A Tool Kit for One-Stop System Building. Module 1: Reviewing System-Building Progress and Developing a Blueprint for WIA Transition. Trainer Manual with Participant Workbook.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, DC.
PUB DATE- 99
NOTE- 110p.; With assistance from Kimberly Doyle and Elaine Wood. Additional support provided by the California One-Stop Career Center System Task Force and the U.S. Department of Labor, Employment and Training Administration, Regions I, III, IV, VII, VIII, and IX. For additional modules, see CE 082 598-602.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agency Cooperation; Behavioral Objectives; Classroom Techniques; Communication (Thought Transfer); Compliance (Legal); Cooperative Planning; *Coordination; Decision Making; *Delivery Systems; Educational Legislation; *Employment Services; Federal Legislation; Guidelines; Labor Force Development; Learning Activities; Learning Modules; Lesson Plans; *Linking Agents; Networks; Partnerships in Education; Program Development; Program Evaluation; Program Implementation; School Business Relationship; Strategic Planning; *Systems Approach; Teaching Guides; Teaching Methods; Teamwork; Transitional Programs; Workbooks; Worksheets
IDENTIFIERS- Goal Setting; Job Corps; *One Stop Centers; Workforce Investment Act 1998

This document is part of a five-module training package to help employment and training service providers comply with the Workforce Investment Act (WIA) of 1998 and develop a one-stop training and employment services system. It consists of the participant workbook, trainer manual, and activity worksheets for a module on reviewing system-building progress and developing a blueprint for WIA transition. The training manual presents a detailed lesson plan that includes step-by-step instructions for using the following tools and techniques to deliver the module: presenting overhead slides; having participants complete exercises; writing information on flip charts; using small group discussions; and using full group discussion. The workbook activities and worksheets are designed to achieve the following objectives: (1) help local teams review their progress to date in developing one-stop systems; (2) help teams set goals and priorities for further system development during the training period; (3) review the WIA's requirements for one-stop systems; and (4) facilitate the launch or enhancement of a WIA transition team. The following are among specific topics covered: (1) basic features of local one-stop systems under the WIA; (2) the concept of tiered service delivery; (3) roles of specific local entities in one-stop systems; and (4) moving from networking to collaboration. (MN)

Trends, and the Policy Implications for Earnings Inequality and Unemployment.
SPONS. AGENCY- Statistics Canada, Ottawa (Ontario).
PUB DATE- 01
NOTE- 424p.; Selected papers presented at the conference "Changes in Working Time in Canada and the United States" (Ottawa, Ontario, Canada, June 13-15, 1996). For volume 2, see CE 082 626. Conference also sponsored by the Canadian Employment Research Forum (CERF).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Developed Nations; Employment; Employment Level; Employment Practices; Employment Statistics; Equal Opportunities (Jobs); Flexible Working Hours; Foreign Countries; *Job Sharing; Labor Economics; *Labor Supply; Labor Utilization; Overtime; Part Time Employment; *Salary Wage Differentials; *Temporary Employment; Underemployment; *Unemployment; Wages; *Working Hours
IDENTIFIERS- Australia; Canada; *Income Disparities; United States

This is the first of two volumes of selected papers presented at the 1996 conference on "Changes in Working Time in Canada and the United States." Eleven chapters focus on weekly hours worked by individuals, including the recent changes in the distribution of weekly working time in Canada and the U.S., implications of the changing distribution of hours worked for earnings inequality, and efforts to reduce unemployment through mandated hours reduction. "Introduction and Overview" (Ging Wong, Garnett Picot) is followed by these three chapters in Part I that offer statistical overviews and analyses of the trends in working hours for Canada and the U.S.: "The Changing Workweek: Trends in Weekly Hours of Work in Canada, 1976-95" (Mike Sheridan et al.); "Trends in Hours of Work in the U.S." (Philip L. Rones et al.); and "Working Hard" (Linda Bell, Richard B. Freeman). Three chapters in Part II consider the role of working time on increased earnings inequality: "Working Time, Wages, and Earnings Inequality Among Men and Women in Canada, 1981-93" (Garnett Picot); "Patterns of Foregone Potential Earnings Among Working-Age Males, 1975-92" (Robert Haveman et al.); and "The Growth of Income and Employment Inequality in Australian Cities" (R.G. Gregory, Boyd Hunter). These two chapters in Part III examine issues related to labor supply and hours constraints: "Supply of Hours Per Day and Days Per Week--Evidence from the Canadian Labor Market Activity Survey" (Richard E. Mueller) and "Hours Constraints: Theory, Evidence, and Policy Implications" (Kevin Lang, Shulamit Kahn). These three chapters on Part IV focus on "short-time compensation (STC) programs": "Measuring the Effects of STC on Workforce Dynamics" (Karen Needels, Walter Nicholson); "Short-Time Work in the U.S.: Implications for Evaluation of STC Schemes" (Alec R. Levenson); and "Economic Activities and the Demand for Work Sharing in Canada" (Tim Siedule et al.). Cited author and subject indexes are appended. Each paper contains references. (YLB)

ED 458 439 CE 082 626

Houseman, Susan, Ed.; Nakamura, Alice, Ed.
Working Time in Comparative Perspective. Volume II: Life-Cycle Working Time and Nonstandard Work.
SPONS. AGENCY- Statistics Canada, Ottawa (Ontario).
PUB DATE- 01
NOTE- 382p.; Selected papers presented at the conference "Changes

DESCRIPTORS- *Autobiographies; *Counseling; Family Relationship; *Identification (Psychology); Journal Writing; *Mental Disorders; Mental Health; Psychotherapy; *Self Help Programs
IDENTIFIERS- Personal Experiences

Autobiographies are typically included along with self-help books on resource lists for mental health clients. Although first-person narratives may have advantages of reader identification with the protagonist, little research has been done on this issue. One problem is that book categories overlap, e.g., some novels are autobiographical, and some autobiographies have been fictionalized. In view of this overlap, exclusive reliance on any single book type has limited clinical justification. What is needed is an anthology of recent first-person accounts of mental disorders based on the potential benefit of selections for clients and families. Outcome research is required on use of prescribed reading of autobiography during therapy. Another unexplored area of research is the use of a journal by clients in therapy. Ethical issues associated with this are discussed. (JDM)

ED 458 456 CG 031 315

Whittlesey, Valerie
Classroom Activities To Enhance Student Learning about Diversity Issues.
PUB DATE- 01
NOTE- 9p.; Paper presented at the Annual Conference of the American Psychological Association (109th, San Francisco, CA, August 24-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; *College Students; *Counselor Training; *Cultural Pluralism; Curriculum Development; Divergent Thinking; Ethnicity; Higher Education; Psychology

More is being written about the need for psychology to address the diversity that exists in the population today. One way to do this is by incorporating diversity into general psychology courses. That would help prepare majors early on for client diversity. It would also insure that multiple perspectives are represented in class, which could enhance the personal development of students taking the course. It may even increase the number of underrepresented groups who enter psychology. This paper presents three small-group activities that can be used in the classroom to address diversity topics. They cover topics that don't traditionally lend themselves easily to diversity (research methods, emotions/motivation, and cognition/language). By incorporating this into general psychology students will understand and become sensitive to the similarities and differences among all people. (JDM)

ED 458 457 CG 031 316

Bindeman, Steven
Levinas: The Face of Otherness and the Ethics of Therapy.
PUB DATE- 01
NOTE- 11p.; Paper presented at the Annual Conference of the American Psychological Association (109th, San Francisco, CA, August 24-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials

normative sources of confidence. Participants were 180 females between the ages of 12 and 18 playing competitive volleyball. Consistent with the hypothesis, task orientation and perceptions of mastery climate were positively associated with adaptive sources of sport confidence as well as social sources. Ego orientation was positively associated with maladaptive sources of confidence. Perceptions of mastery climate supported a mediational rather than a moderational role for motivational climate in predicting the social support and coach's leadership sources of sport confidence. Performance climate was negatively associated with the coach's leadership source of confidence. (Contains 4 figures and 40 references.) (JDM)

ED 458 479 CG 031 352

Kottler, Jeffrey A., Ed.
Counselors Finding Their Way.
PUB DATE- 02
NOTE- 260p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Careers; *Counseling; *Counselor Role; Counselor Training; *Job Analysis; Life Events; Personal Narratives; Professional Development

The essays in this book present personal narratives about individual counselors' life experiences that have helped shaped their professional development. The sections are organized around broad themes. Part 1, "Feeling Lost", looks at ways that counselors cope with feeling disoriented, confused, and filled with doubt. Parts 2-4, "Facing Pain and Adversity"; "Transitions and Transformations"; "Learning from Failure" all continue explorations of the difficult side of helping others for a living, and the personal costs that are paid by practitioners. Part 5, "Cultural Clashes," contains a series of essays specifically about experiences of oppression, racism, and prejudice. Part 6, "From around the World," presents essays from international counselors who speak about some of their difficult adjustments. In Part 7, "Clients as Teachers," the focus shifts on the ways that counselors have learned and grown as a result of their interactions with clients. Part 8, "Refining Our Thinking," continues this theme by addressing the ways that seminal moments have led to dramatic shifts in the ways counselors view their lives and work. Part 9, "Personal and Professional Lives," and Part 10, "Finding Your Own Truth," present stories about the ways that clinicians have struggled to find their own voice and develop their own unique counseling styles. Part 11, "Making a Difference," includes narratives about the incredible joys and benefits that counselors enjoy as a result of often challenging work. (JDM)

ED 458 480 CG 031 354

Juntunen, Cindy L.; Gray, Jacqueline S.; Wettersten, Kara B.; Zytowski, Donald G.
Developing American Indian Norms for the Kuder Career Search.
PUB DATE- 01
NOTE- 19p.; Paper presented at the Annual Meeting of the American Psychological Association (109th, San Francisco, CA, August 24-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

a 2 (abuse) × 2 (depression) design and as such was able to examine the unique effects of physical abuse without being confounded by the effects of depression. Twenty-one percent of the participants reported either current or past involvement in a physically abusive dating relationship. After controlling for depression, it was found that abused women employed poorer coping, had more social support, and experienced more sexual victimization than non-abused women. Implications of these findings are discussed. (Contains 36 references.) (Author/JDM)

ED 458 502 CG 031 393

Pedro-Carroll, JoAnne
The Promotion of Wellness in Children and Families: Challenges and Opportunities.
PUB DATE- 01
NOTE- 40p.; Paper presented at the Annual Conference of the American Psychological Association (109th, San Francisco, CA, August 24-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Childhood Needs; *Children; *Divorce; Family Problems; *Marital Instability; Marriage; Parent Child Relationship; Psychological Needs; *Resilience (Personality); Well Being

This paper considers the effects of martial disruption on families and the associated risks to children. It discusses opportunities for reducing risk and fostering the psychological well-being of children and families, through research, carefully designed interventions, and proactive social policies. A theory of resilience as cumulative competence promotion and stress protection is applied to the understanding of opportunities for reducing the stress of parental breakup on children. Several strategies are recommended for promoting wellness such as building behavioral and social-emotional competencies and providing proactive modifications to social systems such as school, legal, and judicial systems. Research to date suggests some promising approaches to fostering children's resilience and healthy development. Preventive outreach to promote wellness in children and families should become a priority for future research. (Contains 70 references.) (JDM)

ED 458 503 CG 031 394

Ascione, Frank R.
Animal Abuse and Youth Violence. Juvenile Justice Bulletin.
PUB DATE- 01
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *At Risk Persons; *Behavior Disorders; Child Abuse; Child Neglect; *Children; Emotional Abuse; *Identification; Intervention; Prevention; *Psychopathology; Violence
IDENTIFIERS- *Cruelty to Animals

The forms of abuse that animals are subjected to are similar to the forms of abuse children experience, such as physical abuse, serious neglect, and psychological abuse. This document describes psychiatric, psychological, and criminal research linking animal abuse to violence perpetrated by juveniles and adults. Particular attention is given to the prevalence of

Burns, Bonnie
Guided Reading: A How-To for All Grades. K-12.
PUB DATE- 01
NOTE- 179p.; Foreword by Jerry L. Johns.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Techniques; Elementary Secondary Education; Instructional Effectiveness; *Reading Instruction; *Reading Strategies; Teacher Role
IDENTIFIERS- Balanced Reading Instruction; *Guided Reading Procedure

Basically, the concept of guided reading means that teachers guide students through materials that are used for instruction. A critical foundation in guided reading is that students read materials at their instructional levels. During a typical lesson, students discuss both the content and the strategies they used to make sense of what is being read. Specific attention is devoted to levels of comprehension, questioning, before-reading strategies, during-reading strategies, and after-reading strategies. This book: gives practical advice and strategies that show teachers of any grade level how to make this technique part of a balanced reading program; includes classroom management techniques and strategies for using guided reading effectively; and offers a teacher-friendly text design which contains a wealth of real-world examples, models, checklists, and a variety of tools, including a complete lesson plan. Chapters in the book are: (1) Guided Reading; (2) Guided Reading and Read-Alouds in Kindergarten and First Grade; (3) Guided Reading in the Primary Grades; (4) Guided Reading in Grades 3-12; (5) Looking at Questioning from Another Angle; (6) Variations on Guided Reading; and (7) Guided Reading with Content Textbooks. The book also discusses think-aloud strategies, visualization, and reciprocal reading. Blackline masters included at the end of each chapter may be used to facilitate guided reading. (Contains a 45-item bibliography.) (NKA)

ED 458 525 CS 014 482

Edlger, Marlow
Reading, Grouping, and the Student.
PUB DATE- 01
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Class Organization; Comparative Analysis; Elementary Education; *Grouping (Instructional Purposes); *Reading Instruction; Student Needs
IDENTIFIERS- Core Knowledge Foundation; Hirsch (E D); McGuffey Readers

Reading instruction and placing students into groups emphasizes a plethora of approaches. Each method of grouping for instructional purposes should stress providing for learners' individual purposes. Which plans are appropriate for grouping students for reading instruction? Team teaching has many advocates, but it has both advantages and disadvantages. Departmentalized teaching stresses a separate teacher for all or some of the grade levels in reading instruction. A teacher specializes in the teaching of reading and can build instructional skills based solely on reading. But

*Community Programs; Foreign Countries; *Parent Participation; Preschool Education; *Reading Materials
IDENTIFIERS- *England

This paper explores a community project to develop "storysacks" within an area of identified economic and social need. (Storysacks are books sent home for preschool children in England to share with their parents on a regular basis; each sack contains a fiction book, a nonfiction book linked to the story, and a wide variety of props which bring stories alive for children and help them learn through play.) The paper offers an overall outline of the project to date and plans for the future. It is an interim report written by the community teacher who has been centrally involved in the work and an independent researcher, in consultation with those involved in the project. Its aim is to document work on the project so far, identify lessons being learned, and present emerging findings. (Contains 11 references.) (NKA)

ED 458 546 CS 014 512

Ediger, Marlow
Phonics Activities in the Reading Curriculum.
PUB DATE- 01
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classroom Techniques; Individualized Instruction; Primary Education; *Reading Achievement; *Reading Instruction; *Student Motivation; *Teacher Role; *Testing
IDENTIFIERS- *Mandated Tests

Much debate centers on motivating students in reading achievement. Should students feel motivated from within (intrinsic motivation), or is it better to have extrinsic motivation whereby external stimuli are used to help learners achieve optimally in reading? This paper aims to analyze the two points of view about motivating students in reading achievement. The paper first discusses intrinsic motivation in reading, citing individualized reading instruction as a model. It then discusses the testing and measurement movement as a strong element in extrinsic motivation in reading achievement. It outlines what might be some problems in state mandated testing and lists 10 external forces in a state to improve what is perceived to be deficient on the local school level. The paper then focuses on intrinsic motivation and reading instruction, citing 10 methods of motivation the teacher can follow. It states that the teacher plays a key role in the classroom with extrinsic motivation in teaching reading and outlines 10 techniques the teacher may use to raise the bar in reading achievement. The paper concludes that most reading teachers will use a combination of intrinsic and extrinsic devices to motivate student reading achievement. It notes that teachers should experiment with both and decide which approach works best. (NKA)

ED 458 547 CS 014 513

Ediger, Marlow
Vocabulary Development in the Reading Curriculum.
PUB DATE- 01
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

motivation), or is it better to have extrinsic motivation whereby external stimuli are used to help learners achieve optimally in reading? This paper aims to analyze the two points of view about motivating students in reading achievement. The paper first discusses intrinsic motivation in reading, citing individualized reading instruction as a model. It then discusses the testing and measurement movement as a strong element in extrinsic motivation in reading achievement. It outlines what might be some problems in state mandated testing and lists 10 external forces in a state to improve what is perceived to be deficient on the local school level. The paper then focuses on intrinsic motivation and reading instruction, citing 10 methods of motivation the teacher can follow. It states that the teacher plays a key role in the classroom with extrinsic motivation in teaching reading, and outlines 10 techniques the teacher may use to raise the bar in reading achievement. The paper concludes that most reading teachers will use a combination of intrinsic and extrinsic devices to motivate student reading achievement. It notes that teachers should experiment with both and decide which approach works best. (NKA)

ED 458 567 CS 014 540

Righeimer, Jennie M.
Report of the Regional Literacy Network Annual Meeting (1st, Chicago, Illinois, April 24, 2001).
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Educational Cooperation; Elementary Secondary Education; *Literacy; Public Schools; *Reading Achievement; State Departments of Education; *Teamwork
IDENTIFIERS- North Central Regional Educational Laboratory; Professional Meetings

Housed within the Center for Curriculum and Technology at the North Central Regional Educational Laboratory (NCREL) is the Literature Signature Area, with the primary purpose of improving the reading achievement of all students by providing assistance to state education agencies, intermediate state educational units, and local school districts in defining and implementing research-based best practices in literacy. One activity was to establish and convene state education literacy teams to facilitate information sharing and collaboration in the North Central Region. NCREL formed state literacy teams that included educators from state departments, district and school administrators, university educators, curriculum specialists, and elementary and secondary educators. These teams became the Regional Literacy Network, which focused on the following themes: ascertaining individual state needs; building capacity and collaboration within the region; and developing an awareness of the different perspectives held by literacy professional educators. This report summarizes the two sessions held at NCREL's first annual meeting, outlining the following for the morning session: Rationale; Critical Issues; Analysis; Goals, Action Plans, and Evaluations; Reading Excellence Act (REA); and States' Initiatives; and for the afternoon session: Rationale; Points of Cross-States Collaboration; Cross-States Group Session Reports; Evaluation and Survey; and Future Plans. (Contains a participants' list.)

researcher in interview groups. Over and over again, they tried to describe what it was like to be listeners. The act of listening to a story was a powerful and creative experience, one that was perceived as active and inclusive. The idea that the listener is somehow controlling the story is probably the most important finding to emerge from the data. Students described an act of co-participation with the storyteller, because listening to a story for them was an interactive experience. Findings suggest that storytelling is an empowering form of communication. (NKA)

ED 458 587 CS 217 689

Ediger, Marlow
Writing Achievement in Technical Education.
PUB DATE- 01
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Grammar; Postsecondary Education; Student Educational Objectives; Student Needs; *Technical Education; *Writing Achievement; *Writing Skills
IDENTIFIERS- *Purpose (Composition); Stylistics

Technical education students need to realize high expectations and goals in writing. They have a plethora of purposes to be good communicators in written endeavors. This paper first outlines the reasons why they need to be careful with written communications, and then lists some of the purposes for which their communications are written. The paper also discusses the mechanics of written communication, from using a word processor to observing necessary grammar rules. It then proceeds to discuss writing stylistics, such as variety in sentence construction. The paper concludes by outlining the different types of sentences, i.e., interrogative, declarative, imperative, and exclamatory. It notes that in technical education classes, students need to practice writing within a utilitarian framework, since they will ultimately practice their written communication in the workplace. (NKA)

ED 458 588 CS 217 695

Golub, Jeffrey N.
Making Learning Happen: Strategies for an Interactive Classroom.
PUB DATE- 00
NOTE- 112p.; Foreword by Don Boileau.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Classroom Environment; *English Instruction; *Language Arts; Learning Activities; *Learning Strategies; Lesson Plans; Metacognition; Secondary Education
IDENTIFIERS- Conscious Processing; Interactive Teaching

This is a book about "conscious learning," the kind of learning that enables students to assess the current level and quality of their language performance and then work to improve that performance deliberately, enthusiastically, and with commitment. The book takes complex, sophisticated understandings and reworks them into ready-to-use smart activities to foster self reflection and self assessment. First, it describes and demonstrates instructional strategies

Rita: Difference, Cultural Context and the Challenges of Education; (1) Interesting Times: Contemporary Contexts and Traditions in Difference and Schooling; (2) Making a Difference to Differences: The Key Principles of a Transformative Approach; (3) What Happens Next? Doing Transformative Analysis; (4) Pitfalls, Perils and Possibilities: Maximizing Transformative Potential; (5) Transformative Tracks: New Ways of Dealing with Difference; (6) Towards Transformative Classrooms; (7) Traditional Days in Different Ways: Creating Transformative Classroom Texts; and Conclusion: Transformative Analysis and Counternarratives: Other Days, Other Ways. Contains a glossary. (NKA)

ED 458 608 CS 217 730

Fletcher, Ralph; Portalupi, JoAnn
Writing Workshop: The Essential Guide.
PUB DATE- 01
NOTE- 163p.; From the authors of "Craft Lessons."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; Elementary Education; Group Instruction; Teacher Role; *Writing Improvement; *Writing Instruction; *Writing Skills; *Writing Workshops
IDENTIFIERS- *Authorship

The writing workshop has endured and even flourished in thousands of schools across the country because no other approach or program matches the writing workshop when it comes to growing strong writers. This guide introduces and explains the writing workshop and reveals how it can be a potent tool for empowering young writers. The guide aims to be a practical book, providing everything a teacher needs to get the writing workshop up and running. In clear language, it explains the simple principles that underlie the writing workshop and explores the major components that make it work. Each chapter in the guide addresses an essential element, then suggests five or six specific things a teacher can do to implement the idea under discussion. There is also a separate chapter entitled "What about Skills?" which shows how to effectively teach skills in the context of writing. The guide closes with 16 appendixes, including 11 practical forms to ensure that the workshop runs smoothly, as well as strategies, editing, and assessment materials. Contains a glossary and suggestions for additional reading for the teacher. Contains 35 references. (NKA)

ED 458 609 CS 217 731

Lowe, Kaye
More than a Sound a Week.
PUB DATE- 01
NOTE- 9p.; "With Trudie Hill and Val Delany."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Childrens Writing; Classroom Research; Foreign Countries; *Instructional Improvement; *Kindergarten; *Kindergarten Children; *Literacy; Primary Education; *School Readiness; Writing Research
IDENTIFIERS- *Australia (New South Wales); *Learning Environment; Writing Samples

Communities; Interpretive Research; *Response to Literature; Students as Subjects

Although there is abundant theoretical matter concerning the critical role that various interpretive communities play in making meanings of literary texts, most scholars do not take up the matter of the composition of these interpretive groups in their university classrooms. How may the interpretive strategies of groups of students change over the course of a 16-week semester? Education is a matter of fostering change, particularly changes in the skills with which individual students--and groups of students--navigate literary texts and provide useful and illuminating readings. Stanley Fish has suggested that there is no a priori or "correct" reading of a literary text, but that interpretive communities who share a single strategy of reading over time, tend to "agree" on interpretations. A 7-year study examined whether students could be organized to become aware of the interpretive communities to which they belong. Third-year students in a modern fiction course at the University of Louisiana (Lafayette) and at Bowling Green State University (Ohio) were familiarized with 13 different models of critical analysis and wrote 2-page papers describing a viable critical approach to reading the text. They were then randomly selected and put into six collaborative work groups of about five members each and asked to read all the two-page essays written by one another. Finally, each group was asked to create a list of the various claims each member made about the text and corresponding critical approach. Each group shared the list with the class and the various approaches and merits of each were discussed. Findings suggest that collaborative contexts for the interpretation of literature can be an effective way to broaden students' interpretive skills. (NKA)

ED 458 629 CS 510 627

Aune, Adonica Schultz; Huglen, Mark; Lim, Dan
English Education and Communication Studies: Ambiguity in the International Airway.
PUB DATE- 01
NOTE- 15p.; With special acknowledgement to Paola Trimarco.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Aircraft Pilots; Ambiguity; Aviation Education; *Business Communication; Case Studies; *Communication Problems; Educational Research; *English for Special Purposes; *Flight Training; *Intercultural Communication; Interviews; Speech Communication
IDENTIFIERS- Aircraft Identification; Aviation Safety; Communication Competencies; *Communication Context

In the airline industry, English is now the accepted medium of communication for all air traffic controllers and pilots. For international flights it is of vital importance to hundreds of airline passengers that English be spoken clearly and properly to execute proper procedures and to act decisively and safely. Airspeak, aviation English, or air traffic control English is the English of international civil aviation. Airspeak is English in grammar, vocabulary, and pronunciation--but some of the vocabulary is technical and specialized. International agreements supposedly assure that all pilots are trained in this English, and cockpit conversations are monitored to assure that the rules are followed. Miscommunication in Air Traffic Control has serious consequences. To explore what approach would work best while teaching Aviation English, a case study

Communication Association (87th, Atlanta, GA, November 1-4, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audience Awareness; *Film Criticism; *Films; Higher Education; *Philosophy; *Rhetorical Criticism; *Scholarship
IDENTIFIERS- *Bhagavad Gita; Heroes; Questing; Rhetorical Stance; Social Reality; Textual Analysis

Fifteen years ago, J. H. Rushing published a seminal article addressing the fragmentation within contemporary society and the ways in which myths (films) may address this exigence. The exigence of fragmentation is relieved, according to her analysis, by mediated recourse to the perennial philosophy of monistic holism that is found across the globe. This paper contends that Rushing's predictions for the future of hero-quests can be critically tested by analyzing a popular 1998 film, "The Thin Red Line," directed by Terrence Malick. The paper states that the film, while centering on a story of American soldiers during World War II's battle of Guadalcanal, also draws upon the perennial philosophy to offer modern audiences as a mediated reaction to the continued exigence of fragmentation. "The Thin Red Line," through drawing on the perennial philosophic references found in the ancient Hindu text, the "Bhagavad Gita," offers a diagnosis of the existential causes of fragmentation and provides an individual solution that audience members can integrate in confronting the fragmentation and suffering of individual existence. To present its argument, the paper first examines the predictions and implications for future hero-quests in Rushing's article. After presenting these, the paper explicates the perennial philosophy as a precursor to the analysis of "The Thin Red Line." It presents the perennial philosophy, as enshrined in "The Bhagavad Gita," and uses it in the analysis of "The Thin Red Line." The paper's conclusion provides implications drawn from this study, specifically in light of the predictions made by Rushing's study on hero-quests. (Cites 24 works.) (NKA)

ED 458 650 CS 510 663

Stroud, Scott R.
Teaching Public Speaking: Insights from the Eastern World.
PUB DATE- 01
NOTE- 10p.; Paper presented at the Annual Meeting of the National Communication Association (87th, Atlanta, GA, November 1-4, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audience Awareness; Higher Education; Motivation; Persuasive Discourse; *Public Speaking; Speech Skills; *Teaching Methods
IDENTIFIERS- *Bhagavad Gita; *Rhetorical Strategies

This paper argues that western instructors of public speaking courses, along with those in the forensics community, can benefit from the insights offered by the eastern tradition. Examining the Indian religious text, the "Bhagavad Gita," reveals insights that can change the way message construction, audience empathy, and speaker motivation are covered in western courses. The ideal use of public discourse ceases to be solely

Split a Gut and Learn: Theory and Research.
PUB DATE- 01
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Class Activities; *Classroom Communication; *Classroom Techniques; Elementary Secondary Education; Higher Education; *Humor; Instructional Effectiveness; *Theory Practice Relationship
IDENTIFIERS- *Humor Development

A review of the educational research on humor use will answer many questions about how it works in the classroom. Humor can be classified in three ways, each with its own primary function: superiority theory--sociological function; relief theory--psychological function; and incongruity theory--intellectual function. Classes filled with relevant humor are perceived by students as interesting, high in support, and affirming. Humor has been found to enhance both creativity and learning. Some studies, which have been replicated, prove that using relevant humor items 3-4 times per hour for an entire semester in college statistics and psychology classes can significantly increase final exam scores over control groups using no planned humor. Based on research, it is safe to conclude the following--humor: can create a supportive learning climate; can increase attention and enjoyment; can assist in learning and retention; can enhance divergent thinking skills; and should be considered an effective teacher trait. Teachers can do the following with humor: use relevant humor in assigned readings; create a humor bulletin board for cartoons, jokes, or quotes; use humorous sentences or problems when writing tests; incorporate humorous videos or TV programs in class as appropriate; create a Top 10 List (David Letterman style) dealing with the topic at hand; and propose a Riddle of the Day or Week. (Contains 13 references.) (NKA)

ED 458 672 EA 031 302

Miller, Barbara
What Is Really Changing When Schools Restructure? Views from Four School Districts. Reports and Papers in Progress.
PUB DATE- 93
NOTE- 16p.; Prepared by EDC's Mathematics Teaching and Learning Center, formerly known as the Center for Learning, Teaching, and Technology.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Curriculum Development; *Educational Change; Educational Finance; Elementary Secondary Education; *Organizational Change; *School Based Management; *School District Reorganization; *School Restructuring
IDENTIFIERS- Education Development Center MA; Teacher Networks

Restructuring has come to mean fundamentally substantive change leading to improvement in students' education, while offering the promise of power sharing. Organizational, curricular, relational, and fiscal changes were part of the restructuring initiatives of four urban districts. Unfortunately, the efforts generally fell short of genuine power-sharing. The Education Development Center, Inc. analyzed district changes on behalf of the Teacher Networks Group. In one district, the key initiatives were decentralization and site-based management, but there was no consensus about what these terms meant. In the business success, behavior, cascading leadership, change, coherence, commitment, communication, contradictions, controls, conviction, the Coolidge Syndrome, the definition of leadership, delegation, denial, details, differences, effectiveness, ego, energy, engaging the middle, expectations, fear and failure, focus, followership, generosity, getting started, globalism, grandstanding, hierarchy, hope, how not to create followers, inequality, intelligence, joint leadership, knowing when to leave, leaders of the 20th century, listening, management of change, muddled teams, needs of followers, obsession, paradoxes, perfection, performance, perks, power, purpose, questions, reframing, repetitions, resilience, resources, symbolism, teaching, theories of leadership, tomorrow's leaders, tough guys, transforming leadership, trust, vision, what leaders do, why leaders will not lead, the x-factor, and zenith. (RJM)

ED 458 691 EA 031 404

Education for 2001 and Beyond: Imperatives and Possibilities. Outcomes from the ACE "Education 2000" International Conference.
PUB DATE- 00
NOTE- 65p.; Theme issue. Published three times a year. Papers presented at "Education 2000: Priorities for the New Millennium" (Sydney, New South Wales, Australia, July 2-5, 2000).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum; Educational Change; Educational Strategies; *Educational Theories; Elementary Secondary Education; Foreign Countries; *Learning Strategies; *Learning Theories; Standards

This issue of "Unicorn," the journal of the Australian College of Education (ACE), contains extracts and summaries of 13 presentations given at the international ACE conference, "Education 2000: Priorities for the New Millennium." The papers not only address the five themes of the conference (priorities for learning, priorities for supporting learning, priorities for learning to learn together, priorities for the teaching profession, and priorities for learning partnerships and pathways), they also touch on learning societies, individual learning, vocational learning, formal institutions of learning, the role of schools, the school curriculum, the role of teachers, professional standards of teaching, the support of teacher professional development, student learning, resourcing, Australian education, indigenous education, and Australia and its region. Much of the discussion adopts a global perspective and includes comments on the social function of schools, curriculum delivery, clarity of mission, and the model of teacher as knowledge engineer. The latter component speaks of when a teacher designs the stages that allow an individual to move from a dependent learner to an independent learner, to a life-long learner. If schools are to be seen as important creators of cultural, ethical, social, and economic knowledge, then educators must recognize that standards and benchmarks for teacher quality must change over time. (Each paper contains references.) (RJM)

ED 458 692 EA 031 405

Lunenburg, Fred C.
Improving Student Achievement: Some Structural Incompatibilities.

light of the compensation that is provided. While the negative aspects of the principal's job are well documented and are communicated to students in principal preparation programs, principals do report a high degree of job satisfaction with their chosen profession. In this study, the researchers tried to ascertain the "motivators" of the principal's job: What is right about the position, and what are those aspects that contribute to the high job satisfaction reported by principals? The findings from questionnaires returned indicate that the negative depiction in the literature is not the picture that principals report when they participate in research studies. Additional questions are whether the negative side of a principal's job is fabricated or is unintentionally used as a motivational device to challenge those who elect to become principals. The perceptions of working principals emphasize the positive aspects of the position, which may very well serve as a motivating force for those who are trying to decide if they want to become principals. (Contains 19 references.) (DFR)

ED 458 711   EA 031 429

Sharp, William L.; Malone, Bobby G.; Walter, James K.
What's Right about the School Superintendency?
PUB DATE- 01
NOTE- 17p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 24-27, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Change; Elementary Secondary Education; *Job Satisfaction; Public Schools; *Recruitment; Salaries; *School Administration; *Stress Variables; *Superintendents; Wages

In spite of the many problems and challenges facing the superintendency, there are positive aspects of the job. The high degree of job satisfaction that superintendents report can only be accounted for by factors, issues, or challenges that are viewed as positive, not negative. This study surveyed superintendents to determine those aspects of the job that account for the high degree of job satisfaction and the high number of superintendents who indicated they would choose the superintendency again if given the opportunity. The literature provides many negative features, yet most of the individuals who perform the job every day do not view their job in a negative way. The study sought to determine what is right about the superintendency and what motivates one to pursue the position as a career. Surveys were sent to superintendents in Indiana, Texas, and Illinois. Strong reasons for liking the job included the following: provides input into the direction of the school district; impacts students; builds a team of educators; makes a difference in teaching and learning; meets daily challenges; and uses the skills the superintendent possesses. Weakest reasons for liking the job included is well paid, influences community decisions, is in control of one's schedule, and enjoys working with the board of education. (Contains 18 references.) (DFR)

ED 458 712   EA 031 430

Chan, Tak Cheung; Pool, Harbison; Strickland, Jessie S.
Who's in Charge around Here?
PUB DATE- 01

organizations, and programs in the governmental and private, non-profit sectors that provide a wide variety of direct and indirect services, information, and other assistance to individuals with blindness or visual impairments. Organized information on producers and distributors of alternate media, adapted devices, and other products is also included. The directory has separate sections for U.S. and Canadian services. Agencies and organizations have been listed according to whether they provide services to a local area, state, or province, or on a national basis. Early intervention agencies, education agencies, independent living programs, instructional materials centers, libraries, rehabilitation agencies, special schools, and university certification programs are included. The directory has the following main sections: (1) a brief overview of major U.S. and Canadian federal programs; (2) a comprehensive subject index that divides all entries into subject categories and lists them alphabetically within categories; (3) geographical listings arranged state by state and province by province; (4) federal agency listings and listings of agencies and organizations that provide services and information nationally; (5) suppliers of Braille, tape, large-print, and disk formats and manufacturers and distributors of adapted products and devices; and (6) an alphabetical organization index. (CR)

ED 458 732 EC 308 678

The Research Exchange, 2001.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 01
NOTE- 66p.; Published three times per year.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Accessibility (for Disabled); Adults; Children; Computers; Cultural Differences; *Disabilities; Information Dissemination; Internet; *Minority Groups; *Research Design; Research Needs; Research Problems; *Research Utilization; Sampling; Surveys; *World Wide Web

These three newsletters focus on advances and challenges in disability research. The first issue focuses on the results of a survey that investigated how many consumers with disabilities had a computer available in their home and their Internet use. The study involved administrators of Independent Living Centers (ILC) and ILC consumers. Findings indicate 85 percent of the stakeholders and 59 percent of consumers had a computer at home. Internet access at home was reported by 82 percent of the stakeholders and 48 percent of the consumers. Among all respondents, the computer was the most frequently identified source used to obtain disability research information in the past 12 months. Differences in findings among diverse cultural groups are discussed. The second issue examines the topic of designing and conducting research, as well as the dissemination and utilization of research outcomes, with diverse cultural groups in mind. Articles include "Strategies for Reaching Out to Minority Individuals with Disabilities" (Fabricio E. Balcazar), "Reaching Out to Minority Farmers with Disabilities" (Ari K. Mwachofi), and "Center for Minority Training and Capacity Building for Disability Research" (Irvine E. Epps and Darrell K. Simmons). The third issue focuses on accessibility of the World Wide Web. Articles include: "Web Accessibility: Today's Resources, Tomorrow's Challenges" (Judy Brewer), "Information Technology Technical Assistance and Training traditional discipline; (7) developing schoolwide discipline plans; and (8) the due process hearing. Appendices include sample Individual Behavior Management Plans, least restrictive behavioral interventions, procedural guidelines, suspension notices, and guidelines for expulsion proceedings. (Chapters include references.) (CR)

ED 458 751 EC 308 697

Hartman, Melissa E., Ed.
Imagine...Opportunities and Resources for Academically Talented Youth.
PUB DATE- 00
NOTE- 183p.; Published five times a year. For volume 7, see ED 445 448.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Academically Gifted; Acting; Anthropology; Archaeology; Career Choice; *Career Exploration; Health Services; Information Retrieval; Internet; Internship Programs; Marine Biology; Medical Services; Medicine; Mentors; Nurses; Nursing; Search Strategies; Secondary Education; *Summer Programs; Talent; Volunteers; *World Wide Web

These five issues of a magazine designed for highly gifted and talented secondary students address marine science, anthropology and archaeology, making the most of summer, medicine and health sciences, and the World Wide Web. Featured articles include: (1) "The Ocean's Call: How My Love for the Ocean Grew into a Career" (Jessica Schulman Farrar); (2) "Summer Programs in Marine Science: Fun and Learning by the Sea" (Lauren Toth and others); (3) "That Sounds Like a Fish Story: Volunteering at the Ocean Discovery Center" (Maria Saltzman); (4) "More Than Just Water: The National Ocean Sciences Bowl" (Amanda Bowling and Laura Orem); (5) "All the World's a Stage: My Life as a Thespian" (Laura J. Khalil); (6) "Anthropology: Putting Everything in Context" (Laura Zimmer-Tamakoshi); (7) "My Passport in Time" (Alexander Soloman); (8) "Ghana's Kingdoms of Gold" (Jamie Lynn Maglietta); (9) "More Than Artifacts: What I Discovered at the Center for American Archeology" (Luke Brandy); (10) "The Piltdown Man Hoax" (Laura Orem); (11) "Among My Peers: Four Summers of Academic Programs" (Cassandra Wolos); (12) "Selected Academic Summer Programs 2001"; (13) "The Summer Job That Turned into a Career" (Megan Chapell); (14) "Scripting the Perfect Summer: How To Spend Your Summer Doing the Things You Enjoy" (Jeremy Stoller); (15) "A Doctor without Borders" (Melissa Hartman); (16) "Improving Patients' Lives One Small Gesture at a Time" (Yi Zhou); (17) "Nursing: The Unexpectedly Perfect Career for Me" (Bronwen Dean); (18) "Better Medicine: Trends in Health Science" (Carol Blackburn); (19) "Microarrays: Dawn of a New Era" (Matthew Kidd); (20) "Lessons from the Lab: A Mentorship in Pharmacology" (Kevin Yang); (21) "Getting the Most Bang for Your Click: Efficient Web Research" (Melissa Hartmann)"; (22) "BeachNet: A Computer Nerd's Dream" (Glenn Willen); (23) "A Better Mousetrap: Building Northern Light Web Search Engine" (Joyce Ward); (24) "Making Sites That Work" (Nolan Glantz); and (25) "Jekyll and Hyde: How the Internet Brings out Our Best and Our Worst" (Melissa Hartmann). (CR)

ED 458 752 EC 308 699

Beech, Marty
Accommodations and Modifications: What Parents Need To Know =

disabilities, and are nonverbal. Curriculum standards within each content area are presented in a chart format that includes the grade and standard, an analysis of the access issues related to performance of the standard, suggestions for AT solutions, and sample Individualized Education Program goals. Content areas include reading (fluency, reading comprehension, and literary response and analysis), writing (writing strategies and writing applications), written and oral English-language conventions (grammar, punctuation, and spelling), and listening and speaking. Appendices include information on different AT devices, vendor information, instructional technology, Web sites, and federal legislation. (CR)

ED 458 770 EC 308 718

Klingborg, Beverly; Cardinalli, Antonina
Sensational Sea Life: A Teacher-Friendly Thematic Unit with CD-ROM . R.E.A.D. A.N.D. F.E.E.D. Series.
PUB DATE- 01
NOTE- 126p.; R.E.A.D. A.N.D. F.E.E.D. Stands for Reading Experiences And the Deaf As a Natural Diet For Everyday Enrichment and Development.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- *Deafness; Elementary Education; *Hearing Impairments; *Language Experience Approach; *Lesson Plans; Marine Biology; Oceanography; *Reading Instruction; Reading Programs; Reading Strategies; *Teaching Methods; Vocabulary Development; Whole Language Approach; Worksheets

This book is the second in a series of thematic units designed especially for children who are deaf and hard of hearing in kindergarten through the elementary grades. The unit focuses on sea creatures and is divided into seven sections. Five sections contain lessons on particular sea animals including whales, turtles, starfish, octopuses, and seahorses. Another section contains lessons on general sea life (with an emphasis on fish), and the final section contains word games, such as word searches, word mix-ups, and crosswords. The word games are designed to provide additional opportunities for language reinforcement and are arranged to correspond to the sections on general sea life and the different sea animals. The unit uses a language experience approach that includes the following techniques: interactive writing, teaching vocabulary, reading books, using recipes, and making books, including auditory training, and creating story boards. The templates and the worksheets accompanying the lessons are presented in printable documents on the accompanying CD-ROM. Reduced-size reproductions of all the templates and worksheets are also included in the book, along with answer keys. (CR)

ED 458 771 EC 308 720

Askvig, Brent A.; Garnes, Lori
Peer Coaching Training Manual: Lecture and Slides.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 87p.; For other IPCM Project documents, see EC 308 719 and EC 308 721.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.

Foreign Countries; Second Language Instruction; Second Language Learning; *Sociolinguistics; Tagalog; Uncommonly Taught Languages
IDENTIFIERS- Ilocano; *Philippines

This paper traces the three major developmental strands that converged to contribute to the definition of the applied linguistics field in the Philippines: the institution and capacity-building work supported by the Ford and Rockefeller Foundations; the forging of a vibrant consortium among three Filipino institutions of higher education to offer doctoral training in applied linguistics; and the contributions to educational and national development through research and applied activities of groups such as the Summer Institute of Linguistics, the Institute for National Languages, and the Linguistic Society of the Philippines. This progress aside, it is asserted that much remains to be done, and that much remains to be learned about the development of decontextualized language abilities and about the mastery of content material of Tagalog or one of the principal vernacular languages. There is also a lot to be done to help determine the proper role of language and education and national development. (Contains 25 references.) (KFT)

ED 458 793 FL 026 941

Hanson-Smith, Elizabeth, Ed.
Technology-Enhanced Learning Environments. Case Studies in TESOL Practice Series.
PUB DATE- 00
NOTE- 192p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Case Studies; Curriculum Development; *Educational Technology; English for Academic Purposes; *English (Second Language); Foreign Countries; Higher Education; *Instructional Innovation; Internet; Language Laboratories; Limited English Speaking; Professional Development; Second Language Instruction; Second Language Learning; Teacher Education; World Wide Web
IDENTIFIERS- Argentina; France; Japan; United Arab Emirates

This edited volume presents case studies from Europe, North America, Asia, and the Middle East in which teachers have adapted and pioneered teaching innovations. The book is divided into 4 parts, 12 chapters, and an introduction. Part one, "Building a Computer Learning Center," has two chapters: "Guerilla Tactics: Creating a Mixed-Media ESL Lab from the Grass-Roots Up" (Mark Litwicki); and "Designing a CALL Facility from Bottom to Top at the Military Language Institute in Abu Dhabi" (Vance Stevens). Part two, "Organizing the Curriculum," has four chapters: "A Self-Access Center for Business English Learners: Meeting Individual Learning Needs" (Julio C. Gimenez); "Web Integration: A Model for Task-Based Learning" (Katherine Isbell and Jonathan Reinhardt); "The LEO Lab: Student and Teacher Training" (Karima Benremouga); and "Getting 'real' with Video and CD-ROM: Real English at the Marzio School" (Michael Marzio). Part three, "Engaging Students," has four chapters: "Investing in People: Not Just Flashy Gadgets" (June Averill, Eve Chambers, Maria Dantas-Whitney); "Immersed in Writing: Networked Composition and Kendall Demonstration Elementary School" (Joy Kreeft Peyton); "Enthusiasm, Experience and Collaboration: Technology in the DEIL/IEI" (Douglas G. Mills); and " "Teaching Writing with Web Projects: Famous Personages in Japan" (Thomas N. Robb). Part four, "Training

Instruction; Second Language Learning; *Writing (Composition); Writing Instruction
IDENTIFIERS- Halliday (M A K); *Registers (Linguistics)

This paper is about teaching writing for academic purposes to non-native speakers of English at English-medium universities in such differing contexts as Japan and Spain. It provides an analysis of the role of nominal groups in academic registers, along with data from Japanese and Spanish student essays written for English language courses at the university level. The data indicate little approximation towards the register of academic writing with regard to the nominal group, even after their writing courses, where the learners are exposed to academic writing across the curriculum through assigned readings. It is asserted that this warrants more inclusion of classroom activities, which highlights the role of nominal groups in academic writing. (Contains 14 references.) (KFT)

ED 458 814 FL 026 970

Woodward, Tessa, Ed.
The Teacher Trainer, 2001.
PUB DATE- 01
NOTE- 110p.; Published three times a year.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- English (Second Language); *Faculty Development; Foreign Countries; *Language Teachers; Second Language Instruction; Second Language Learning; Teacher Education Programs; *Teacher Educator Education; *Teacher Educators

This journal is designed as a forum for trainers, teachers, and trainees all over the world. Regular features include the following: "Conference Report"; "Process Options"; "People Who Train People"; "Training around the World"; "Session Report"; "Trainee Voices"; "Current Research"; "Just for Interest"; "A Trainer Like Me"; "Trainer Background"; "Trainer Mistakes"; and "Publications Received." Articles offered in this volume include the following: "PPP, ARC, TBL, and Now IDD!"; "Preparing Yourself as Well as Your Lessons"; "Interview with an Anesthetist Trainer"; "Long-Term Consultants Appraised and Developed"; "A Turkish Trainer Talks"; "Oops! Bungled!"; "Start with Learning, Then Consider Teaching"; "The Transition from Teacher to Trainer"; "Different Styles of Plenary Speaking"; "Interview with a Florist Trainer"; "The Skills of 'Idiots Savants'"; "Exploring Applications of Multiple Intelligence Theory"; "The Advantages of Online Teacher Education"; "Using E-Mail To Support Trainees During Their Practicum"; Ways We Use Metaphor in Teaching and Teacher Training"; "Evaluation by Action Research"; "The Nightmare of Reading Difficulty"; "Trainers Make Mistakes"; "Using an Introductory FL Lesson in TT, Three Views"; and "Groups Working on Participant Case Studies." (KFT)

ED 458 815 FL 026 971

Ryan, Phyllis M.
Interculturality in an Urban Setting.
PUB DATE- 99
NOTE- 13p.; Paper presented at the Annual Meeting of the American Anthropological Association (Chicago, IL, November 17-21, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

ESL Literacy Education) (KFT)

ED 458 836 FL 801 474

Certificates in English Language Literacies (CELL). ARIS Information Sheet.
PUB DATE- 01
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Education; Cooperative Learning; Curriculum Development; *English (Second Language); Foreign Countries; Immigrants; Interlanguage; Learning Modules; *Literacy; Second Language Instruction; Second Language Learning
IDENTIFIERS- Australia

This information sheet will assist teachers and coordinators in determining the suitability of the Certificates in English Language Literacies (CELL) curriculum for use by examining the potential target group of learners. This information also provides an overview of some of CELL's organizing features and its framework. Topics covered include: "CELL Learners: Who Are They?"; "Organizing Features of CELL"; "CELL Modules"; "Curriculum Contexts"; "Connecting to the Conceptual Framework for Further Education"; "Further Education Outcomes"; "Language Learning Outcomes"; "Organizing Features of Each CELL Module"; "Activity Banks"; and "Support Material and Appendices." (KFT)

ED 458 837 FL 801 475

Florez, MaryAnn Cunningham; Burt, Miriam
Beginning To Work with Adult English Language Learners: Some Considerations. ERIC Q & A.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 01
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Education; *Adults; Class Activities; *Classroom Techniques; Cultural Awareness; Cultural Pluralism; *English (Second Language); Second Language Instruction; Second Language Learning

This paper discusses what teachers who are beginning to work with adult English language learners need to know. Recommendations in four areas are discussed: applications of adult learning in English-as-a-Second-Language (ESL) contexts; second language acquisition; culture and working with multicultural groups; and instructional approaches that support language development in adults. It is not intended to be comprehensive. Rather, it provides a summary for teachers and is an overview of important points. The paper suggests basic strategies to use, and provides resources to consult for further information. (KFT)

ED 458 838 FL 801 476

Fraser, Helen
Teaching Pronunciation: A Guide for Teachers of English as a Second Language. CD-ROM .
SPONS. AGENCY- Australian Dept. of Employment, Education, Training and Youth Affairs, Canberra.

sectoral or regional. The challenges faced by partnerships typically involved strategic planning and strategic research, building an organization, funding sources, communicating and sharing knowledge, building and strengthening coalitions, and ongoing research. Forty-seven action steps to overcome these challenges were identified. (Profiles of the case study partnerships are appended.) (MN)

ED 458 356 CE 081 132

Davis, Dent C.
Adult Education at Work: A Collaborative Resource Addressing the Changing World of Work and Learning.
PUB DATE- 97
NOTE- 155p.; Developed with a 353 grant.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adjustment (to Environment); Adult Basic Education; *Adult Education; Adult Learning; Basic Skills; Context Effect; Cooperative Planning; Data Analysis; Data Collection; *Education Work Relationship; Educational Cooperation; Educational Needs; *Educational Planning; Educational Resources; Human Resources; Information Dissemination; Information Seeking; Information Sources; Instructional Materials; Integrated Curriculum; Labor Force Development; Marketing; Models; Needs Assessment; Outcomes of Education; Partnerships in Education; Postsecondary Education; *Program Development; Program Evaluation; Program Implementation; Records (Forms); Resource Materials;
IDENTIFIERS- Contextual Learning; Contextualized Instruction; *Contract Training; *Customized Training; Educational Marketing; High Performance Work Organizations; Stakeholders; Work Based Learning

This document is a handbook for adult education professionals to follow when beginning or expanding learning programs to meet the needs of stakeholders at a particular workplace. The handbook presents a seven-step model that is based on the findings of several research and demonstration programs. Each of the handbook's seven chapters details one step of the model. Each chapter includes tips, suggested activities, recommended resources, and a variety of forms tailored to adult education programs in workplace settings. The model's steps and selected substeps are as follows: (1) know your program (surveying adult basic education programs, describing your program to employers); (2) know your community (gathering community information; marketing); (3) know your workplace (workplace culture; goal writing; partnership building); (4) know your resources (human resources, materials, instructional methods); (5) know your plan (principles of planning; proposal development); (6) know your progress; and (7) know your results (gathering and analyzing outcomes data). The concluding chapter recaps the seven steps and discusses the following challenges facing workplace adult education programs: (1) integrating adult education into workforce development; (2) teaching work-related basic skills; (3) using the work context for learning; (4) integrating technology into workplace learning; (5) building respectful relationships; and (6) being collaborative and building partnerships. (MN)

ED 458 357 CE 081 150

Education; Postsecondary Education; Program Evaluation; Resource Materials; Self Actualization; *Social Change; Student Empowerment; Teacher Role; Teacher Student Relationship; Teamwork; Theory Agendas; Australia; *Canada; Contextual Learning;

IDENTIFIERS- Agendas; Australia; *Canada; Contextual Learning; Contextualized Instruction; Facilitators; Fiji; Hong Kong; Knowledge Development; Philippines; Reflective Practice; Study Circles

This document, which is intended to assist environmental, health, and community-based educators in Canada and elsewhere, discusses the process of drawing upon the theories and methodologies of transformative learning to plan adult environmental education workshops emphasizing the theme of socio-environmental change. The following are among the topics examined in chapters 1-6: (1) educational theories and principles (adult education as a process of creating new knowledge from the past, personal growth, and social transformation; popular education; feminist education; environmental education; indigenous education; and key principles of environmental adult education); (2) making environmental workshops work (planning and preparation; understanding the importance of context; creating an ecologically focused agenda; facilitating the learning process; and team building); (3) cultivating knowledge and action through practice (introductory activities; reconnecting activities); (4) learning through historical routes; learning through natural and community designs; and moving from words to action; (5) practices from Australia, Canada, Fiji, Hong Kong, and the Philippines; (6) dealing with resistance and fear, learning from experience, keeping on track, and following nature's lead; and (7) available resource organizations and publications. Sample agendas from workshops presented in two cities in Ontario and two cities in British Columbia are appended. (MN)

ED 458 372   CE 082 439

Weitekamp, Maurie; Kogan, Deborah

Overview of State Certification/Chartering Criteria for One-Stop Career Centers. Matrices and Final Narrative.

SPONS. AGENCY- Employment and Training Administration (DOL), Washington, DC.

PUB DATE- 97

NOTE- 147p.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Adult Education; *Certification; Comparative Analysis; *Criteria; Delivery Systems; Economically Disadvantaged; Employment Programs; *Employment Services; Federal Legislation; Federal Programs; *Job Training; *Program Implementation; State Programs; Statewide Planning; Vocational Education; *Welfare Recipients; Welfare Services

IDENTIFIERS- Arizona; Connecticut; Indiana; Iowa; Maryland; Massachusetts; Minnesota; Missouri; North Carolina; Ohio; *One Stop Centers; Texas; Wisconsin

These matrices summarize the content of the certification/chartering requirements established by nine first-round and three second-round implementation states to deliver services in One-Stop Career Centers. Seven areas or dimensions of design/operations are compared. The narrative accompanying the matrices is divided into two sections--a matrix review and

Examining Facets of Women Managers' Career Stories" (Judi Marshall); "Exploring Boundaryless Careers in the French Context" (Loic Cadin, Anne-Francoise Bailly-Bender; and Veronique de Saint-Giniez); "Career Community, and Social Architecture: An Exploration of Concepts" (Rob Goffee and Gareth Jones); and "Continuing the Conversation about Career Theory and Practice" (Michael B. Arthur and Maury A. Peiperl). The papers contain extensive references. The book is indexed by name and by subject, and contact information for the authors is included. (KC)

ED 458 388   CE 082 531

Fisher, Anne
If My Career's on the Fast Track, Where Do I Get a Road Map? Surviving and Thriving in the Real World of Work.
PUB DATE- 01
NOTE- 272p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adults; *Career Development; College Graduates; Education Work Relationship; Employment Opportunities; Employment Potential; *Employment Problems; Employment Qualifications; Interpersonal Relationship; *Job Performance; Job Placement; *Job Satisfaction; *Job Search Methods; Job Skills; *Occupational Information; Quality of Working Life; Unemployment

This book contains career advice for job-seekers and employees about locating, getting, keeping, and changing jobs. The titles of its five chapters are as follows: (1) "So You've Graduated from College, Now All You Need Is...More Advice?" (2) "Moving Up: How To Travel Vertically in a Horizontal World"; (3) "Difficult Bosses, Toxic Coworkers, and Other Irritants"; (4) "Nobody Ever Told You It Was Going To Be This Complicated"; and (5) "Now That You're the Boss..." Within each chapter are graphic boxes that contain short questions and answers that discuss real-world employment problems and suggest solutions to them. An appendix lists 275 resources, including books, Internet sources, and periodicals. (KC)

ED 458 389   CE 082 532

Sitlington, Patricia L.; Clark, Gary M.; Kolstoe, Oliver P.
Transition Education and Services for Adolescents with Disabilities. Third Edition.
PUB DATE- 00
NOTE- 422p.; Revised edition of "Career Development and Transition Education for Adolescents with Disabilities," 1995.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accessibility (for Disabled); Attitudes toward Disabilities; Community Based Instruction (Disabilities); Community Resources; *Disabilities; Disability Identification; *Education Work Relationship; Educational History; Educational Philosophy; *Educational Practices; Educational Resources; High Schools; Job Placement; Job Training; Mainstreaming; Models;

are among the papers included: "Alternative Licensure/Certification Assessment of State Specialists" (Marilyn Chalupa, Ginny Richerson, Nancy Groneman, Kimberlee Bartel, Randy L. Joyner, Dennis LaBonty); "Assessing Online Instruction Self-Efficacy" (Frederick Augustus Randall); "Computer Application Skills of High School Students in Georgia" (Ric Calhoun, Melinda McCannon, Tena B. Crews); "Computer Use Confidence and Skill Level Gain in Lecture-Based and Text-Based Instruction: An Action Research Study" (Jonathan R. Anderson, Alexa B. North); "Developing Web-Enabled Interactive Financial Tools without HTML and Script Languages" (Jensen J. Zhao); "Employment Attributes" (Nancy Buddy Penner, Harry Nowka); "Identification of Job Experiences of IS (Information Systems) Graduates and Comparison of Graduates' and Professionals' Perceptions on the Importance of Skills Required for the Workplace" (Diane C. Davis, Nancy M. Gonzenbach); "Learning Styles and Computer Success" (Margaret J. Erthal, Kathy Harting); "Recommended Computer End-User Skills for Business Students by Fortune 500 Executives--2001 Report" (Jensen J. Zhao, Melody W. Alexander); "The Status of High-End Technology Skills Taught in Business Teacher Education Programs" (Kelly Wilkinson, Cheryl Wiedmaier); "The Survey of Office Roles and Responsibilities in China" (June Lu, Wanda L. Stitt-Gohdes); "Does Business Education Fit into OCRE (Off Campus Residential Experience)? (Cyril Kesten); "Examination of How Business Executives Use Proofreading by Co-Workers When Preparing Documents" (Sherry J. Roberts, Paula Jones); "Learning Styles and the Learning Curve: A Comparison of Knowledge Gained from Research Projects for Classes and a Research Project for Publication" (Kushani Vidanagama, Faye L. Smith); "Online Course Delivery: A Qualitative Review of Policy and Theory Using WebCT" (John Duncan, Fred Reneau); "Strategies for Teaching Internet Ethics" (Martha H. Rader); "Using a Course Management Program to Foster the Teaching/learning Process in Business Communication Courses" (Allen D. Truell, Robert Underwood, Melody W. Alexander, James E. Bartlett); "Conducting Longitudinal Research: An Action Research Guide to the Process" (Michael Bronner); "Needed Research in Business Education" (Martha H. Rader, William J. Wilhelm); and "Selecting an Appropriate Sample Size for Conducting Survey Research" (James E. Bartlett, Chadwick C. Higgins, Joe W. Kotrlik). Many papers contain substantial bibliographies. (MN)

ED 458 407 CE 082 556

Bruening, Thomas H.; Scanlon, Dennis C.; Hodes, Carol; Dhital, Purandhar; Shao, Xiaorong; Liu, Shih-Tsen
Characteristics of Teacher Educators in Career and Technical Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 01
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Adjunct Faculty; Blacks; College Faculty; Computer Uses in Education; *Demography; Educational Needs; Females; Higher Education; Hispanic Americans; Males; Nontenured Faculty; Part Time Faculty; Preservice Teacher Education; *Professional Development; Teacher Background; Teacher Centers; *Teacher Characteristics; Teacher Education; Teacher Education Curriculum; Teacher Education Programs; *Teacher Educators;

ED 458 423 CE 082 598

Kogan, Deborah; Koller, Vinz; Kozumplik, Richalene; Lawrence, Mary Ann

Partnering for Quality under the Workforce Investment Act: A Tool Kit for One-Stop System Building. Module 2: Partnering and Organizational Change. Trainer Manual with Participant Workbook.

SPONS. AGENCY- Employment and Training Administration (DOL), Washington, DC.

PUB DATE- 99

NOTE- 149p.; With assistance from Kimberly Doyle and Elaine Wood. Additional support provided by the California One-Stop Career Center System Task Force and the U.S. Department of Labor, Employment and Training Administration, Regions I, III, IV, VII, VIII, and IX. For additional modules, see CE 082 597-602.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Agency Cooperation; Behavioral Objectives; Change Strategies; Classroom Techniques; Communication (Thought Transfer); Compliance (Legal); Cooperative Planning; Coordination; *Delivery Systems; Educational Legislation; *Employment Services; Federal Legislation; Guidelines; Labor Force Development; Learning Activities; Learning Modules; Lesson Plans; *Linking Agents; Models; *Organizational Change; Organizational Development; Organizational Objectives; *Partnerships in Education; Program Implementation; Systems Approach; Teaching Guides; Teaching Methods; Workbooks; Worksheets

IDENTIFIERS- Job Corps; *One Stop Centers; Workforce Investment Act 1998

This document is part of a five-module training package to help employment and training service providers comply with the Workforce Investment Act (WIA) of 1998 and develop a one-stop training and employment services system. It consists of the participant workbook, trainer manual, and activity worksheets for a module on partnering and organizational change. The training manual presents a detailed lesson plan that includes step-by-step instructions for using the following tools and techniques to deliver the module: presenting overhead slides, having participants complete exercises; writing information on flip charts; using small group discussions; and using full group discussion. The workbook activities and worksheets are designed to achieve the following objectives: (1) help team members from different agencies decide what they need to know about each other and why; (2) help participants identify the key feature of each partner's mission, services, and products and how the agency does business; (3) teach participants to manage organizational change; (4) present participants with a series of one-stop center management models and help them draft a memorandum of understanding that meets WIA requirements and has meaning to all partners. The activities involve a variety of formats, including role playing, case study analysis, service mapping, and brainstorming. (MN)

ED 458 424 CE 082 599

Kogan, Deborah; Koller, Vinz; Kozumplik, Richalene; Lawrence, Mary Ann

Partnering for Quality under the Workforce Investment Act: A Tool in Working Time in Canada and the United States" (Ottawa, Ontario, Canada, June 13-15, 1996). For volume 1, see CE 082 625. Conference also sponsored by the Canadian Employment Research Forum (CERF).

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Books (010),Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adult Education; *Career Development; Career Education; Comparative Analysis; Decision Making; Developed Nations; Disabilities; Dual Career Family; Early Retirement; Employed Parents; Employed Women; Employment; Employment Level; *Employment Patterns; Employment Statistics; *Family Work Relationship; *Flexible Working Hours; Foreign Countries; Fringe Benefits; Health Insurance; Labor Economics; Labor Utilization; Life Events; Mothers; Multiple Employment; Reentry Workers; Retirement Benefits; Self Employment; Stopouts; Temporary Employment; Two Year Colleges; Work Environment; *Working Hours

IDENTIFIERS- Canada; Home Based Employment; *Life Cycles; United States

This is the second of two volumes of selected papers presented at the 1996 conference "Changes in Working Hours in Canada and the United States." Eleven chapters explore an expanded set of working-time issues, which may be loosely grouped under these two topics: working time over the life cycle and nonstandard work arrangements. "Introduction and Overview" (Susan Houseman, Alice Nakamura) is followed by these two chapters in Part I that examine general patterns and trends in working time over the life cycle for the United States (U.S.) and Canada and introduce a number of the basic terms and concepts used in the rest of the volume: "The Life Cycle of Working Time in the U.S. and Canada: Long-Term Evidence" (John D. Owen) and "Perspectives on Working Time over the Life Cycle" (Michael Wolfson, Geoff Rowe). Part II contains these five chapters that examine individuals' work decisions at key points in the life cycle: "Adults Returning to School--Payoffs from Studying at a Community College" (Duane E. Leigh, Andrew M. Gill); "Children's Effects on Women's Labor Market Attachment and Earnings" (William E. Even, David A. Macpherson); "U.S. Health Policy and Mothers of Children with Disabilities" (Janet Hunt-McCool); "Early Retirees of a Telecommunications Firm--Patterns of Employment and Working Time" (Gangaram Singh, Anil Verma); "Working Time over the Life Cycle: Do Public Pensions Matter?" (Michael Baker, Dwayne Benjamin). Part III focuses on various forms of nonstandard employment. The first three chapters have to do with worker behavior and employment patterns. The fourth examines employer hiring practices. They are "Self-Employment and Schedule Flexibility for Married Females: Evidence for the U.S. from SIPP (Survey of Income and Program Participation)" (Theresa J. Devine); "Work Site and Work Hours: The Labor Force Flexibility of Home-Based Female Workers" (Linda N. Edwards, Elizabeth Field-Hendrey); "A Comparative Analysis of Moonlighting in Canada and the U.S." (Jean Kimmel, Lisa M. Powell); and "Large Companies and the Changing Use of Temporary Workers: Trends and Impacts on Financial Measures of Performance" (Shulamit Kahn et al.). Cited author and subject indexes are appended. Each paper contains references. (YLB)

ED 458 440 CE 082 627

Rentner, Diane Stark; Kober, Nancy
Higher Learning=Higher Earnings: What You Need To Know about College and Careers.

(070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Affective Behavior; *Counseling Theories; Counselor Client Relationship; Emotional Experience; *Ethics; Intellectual Experience; *Phenomenology; Psychologists; Social Responsibility
IDENTIFIERS- Humanistic Psychology

The face of Levinas is an opportunity for intentionally discovering affectivity, which is experienced as meaning through feelings. A person thus "feels" responsible for the other person when found in a face-to-face confrontation with him or her. Such a confrontation discourages intellectual categorization and instead calls for an ethical commitment to preserve the uniqueness of the other. Levinas' consequent distinction between the defining categories of the Said and the authentic experience as Saying is especially noteworthy. It is applied here to the contrasting ways experimental and humanist psychologists approach the face and identity of the other, either as a thing to be recognized and studied, or as an occasion for transcendence. (Contains 12 references.) (Author/JDM)

ED 458 458 CG 031 318

Barnett, E.; de Koning, K.; Francis, V.
Health & HIV/AIDS Education in Primary & Secondary Schools in Africa & Asia. Policies, Practice & Potential: Case Studies from Pakistan, India, Uganda, Ghana. Education Research.
PUB DATE- 95
NOTE- 109p.; Prepared in collaboration with The College of Community Medicine, Lahore, Pakistan; The Institute of Management in Government, Kerla, India; The Institute of Public Health, Makerere University, Uganda; and The Health Research Unit, Ministry of Health, Ghana.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Curriculum Development; Elementary Secondary Education; *Health Education; Health Needs; Public Health; Public Policy; Secondary School Curriculum; *Student Attitudes; Student Needs

This report sets out to describe current policy and practice related to health and AIDS education in primary and secondary schools in Africa and Asia. It focuses on: the health and education context, and the priority attached HIV/AIDS; curriculum content; teaching methods; teacher preparation and the concerns of young people with regards to health generally and AIDS specifically. The report draws on published and unpublished literature as well as empirical work in four countries: Pakistan, India, Uganda, and Ghana. The empirical work combines key informant and documentary analysis of stated policy and practice, with detailed work carried out in selected schools in each of the countries. The schools data pay particular attention to the worries and concerns of young people. As such, it may provide a useful starting point for discussion on developing "student centered" health education curricula. (Contains 43 references.) (Author/JDM)

ED 458 459 CG 031 320

Lott, Kathy
Comprehensive School Guidance Planning in Ontario, Canada. Building Your Elementary School Guidance Program: Implementing "Choices into Action" in Your School While Getting Ready for

DESCRIPTORS- *Ability Identification; Adolescents; Adults; American Indian Culture; *American Indians; Career Development; *Career Information Systems; Minority Groups; Psychomotor Skills; Secondary School Students; Sex Differences; Vocational Evaluation

An attempt was made to address the normative issues involved in using the Kuder Career Search with a Northern Plains Indian population. Normative data was collected on the Kuder Career Search for American Indians from 76 American Indians from the Northern Plains region, ranging in age from 14 to 51. The instrument considers the moderating variables, including acculturation and gender, and an initial consideration of concurrent validity. Within this sample, there were only minor differences in Kuder Activity Preference Scale scores based on acculturation or gender. Men scored higher on Mechanical activities and women scored higher on Office Detail activities, supporting earlier literature on gender differences. Level of acculturation was also related to differences in Mechanics scale. An initial inquiry into concurrent validity suggests only minimal support for the Career Clusters' ability to identify participants' self-described occupational interests. Follow-up tests of concurrent validity are warranted, as are continued assessments of the normative properties of this measure for ethnic minority populations. (Contains 4 tables and 12 references.) (Author/JDM)

ED 458 481 CG 031 355

Arzy, Ronit; Amir, Marianne; Kotler, Moshe
Vulnerability to Post-Traumatic Stress Disorder among Battered Women in Israel.
PUB DATE- 01
NOTE- 8p.; Paper presented at the Annual Meeting of the American Psychological Association (109th, San Francisco, CA, August 24-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Battered Women; *Family Violence; *Females; Foreign Countries; Identification; Mental Health; *Posttraumatic Stress Disorder; Predictor Variables; Psychological Needs; Verbal Abuse; Violence; *War; Well Being
IDENTIFIERS- Israel; Traumas

The increasing prevalence of domestic violence in Israel has engendered a critical need to identify and treat battered women. This paper looks at Posttraumatic Stress disorder (PTSD) and considers its predictors among battered women. The research sample was comprised of a sample of 91 battered women between the ages of 20 and 60 who applied to the Domestic Violence Treatment and Prevention Center for treatment. They were administered the Traumatic Event Questionnaire, Conflict Tactics Scale, and the PTSD-Scale for Family Violence. The results showed that previous trauma, severity of violence, physical and verbal violence distinguished battered women with and without PTSD. The findings reflect the severe consequences of verbal violence on the psychological health of battered women. (Author/JDM)

ED 458 482 CG 031 356

Walz, Garry R., Ed.; Knowdell, Richard, Ed.; Kirkman, Chris, Ed.
Staying Innovative and Change-Focused in the New Economy. A Collection of Special Papers Generated for the 2001

cruelty to animals by children and adolescents and to the role of animal abuse as a possible symptom of conduct disorders. It reviews the motivations and etiology underlying the maltreatment of animals. The importance of including information about animal abuse in the assessment of youth at-risk of committing interpersonal violence is emphasized throughout the publication. Recommendations are included on how to curb animal cruelty. A list of resources is included for additional information. (Contains 90 references.) (JDM)

ED 458 504 CG 031 395

Redfern, Karen
How a National Tragedy Can Psychologically Impact Children.
PUB DATE- 01
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- At Risk Persons; Child Abuse; *Childhood Needs; Elementary Secondary Education; Emotional Problems; Family School Relationship; Integrated Services; Measures (Individuals); *Psychological Needs; *School Role; Social Support Groups; Teacher Role
IDENTIFIERS- *Traumas

This paper presents research that will assist educators in addressing children's needs in relation to dealing with traumas. It will aid educators and steer them in the proper direction in order to develop programs that address these needs within the school system. Parents and adult caregivers are the primary resources for identifying children at risk; however, the school environment is the setting where many symptoms are likely to emerge. Not all trauma survivors require treatment, but it is important for teachers and parents to work together to identify those individuals who need treatment or services. The Preventive Intervention Strategy instrument outlines symptomatic responses and first aid interventions based on age groups. Understanding the strategy has real classroom applications that may assist children who are at risk. By using the recommended techniques, educators can begin to facilitate a healing process and have a strategy for identifying children who may need more systematic treatment by psychological professionals. (Contains 10 references.) (JDM)

ED 458 505 CG 031 396

Dillon, Ronna F.
Compilation of Eye Movement Research.
PUB DATE- 01
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Processes; Cognitive Psychology; *Eye Movements; Individual Differences; Literature Reviews; Thinking Skills

Efforts to use eye movement data to elucidate cognitive processes center on phenomena ranging from basic physiological processes to complex processes such as decision-making and job performance, and have been very productive. Irrespective of the departmentalized instruction as compared to the self-contained classroom will continue to be debated. Prior to the 1950s there were still many one-room schoolhouses. Presently in selected elementary schools, grades 1 and 2 may be located in one classroom, and this is now labeled interage grouping. It, too, has advantages and disadvantages. There are not nearly the problems involved in grouping when individualized reading is in operation. With this method, the student chooses a library book to read and conferences with the classroom teacher afterwards. Teaching the basics in reading has long been advocated. The use of carefully chosen basal readers might well stress a basics curriculum. Basal readers have been in existence since the McGuffey Readers were first published in 1837. The Core Knowledge Foundation (Hirsch, 1999) represents an additional basics approach in teaching reading. E. D. Hirsch advocates that school districts identify core topics and emphasize these in selected grades. During the 1960s some educators advocated what was called the nongraded school. Every teacher needs to ungrade reading instruction since few students read on grade level. One solution would be for teachers to use the best from each grouping procedure. (Contains 10 references.) (NKA)

ED 458 526 CS 014 483

Ericson, Bonnie O., Ed.
Teaching Reading in High School English Classes.
PUB DATE- 01
NOTE- 182p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Adolescent Literature; *Classroom Techniques; Critical Reading; *English Instruction; High Schools; *Reading Difficulties; *Reading Improvement; *Reading Instruction; *Reading Motivation; Reading Programs; Reading Writing Relationship; Student Needs; Vocabulary Development
IDENTIFIERS- *Response to Literature

This collection of essays aims to encourage high school students to improve their reading skills. The essays offer numerous practical teaching ideas for helping students increase their vocabulary and comprehension as well as learn to love the medium of books. Useful ideas revolve around issues such as: guided reading; independent reading; making authentic reading-writing connections; literature circles; reading intervention; reading aloud; vocabulary exploration; mentoring; and picture books in high school. Following a foreword, "Welcome to the Planet of the Readers" (John S. Mayher), essays in the collection are: (1) "Reading in High School English Classes: An Overview" (Bonnie O. Ericson); (2) "Word Matters: Teaching and Learning Vocabulary in Meaningful Ways" (Janet S. Allen); (3) "A Literary Transfusion: Authentic Reading-Writing Connections" (John Gaughan); (4) "An After-School Reading Intervention Program for Struggling Readers" (Linda L. Flammer); (5) "A Twelfth-Grade Reading Class for Struggling Readers" (Susan Schauwecker); (6) "If You Build It, They Will Come: A Book Flood Program for Struggling Readers in an Urban High School" (Jeff McQuillan with Jeannie Beckett, Lupe Gutierrez, Matthew Rippon, Sue Snyder, Doug Wager, Gregg Williams, and Eydie Zajec); (7) "Students Becoming Real Readers: Literature Circles in High School English Classes" (Sandra Okura DaLie); (8) "By Any Other Name: Reconnecting Readers in the High School" (Teri S. Lesesne and Lois Buckman); (9) "The Place of Young Adult Literature in Secondary Reading Programs" (Lois T. Stover); and (10) "Picture Books in the High School English Classroom"

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Interdisciplinary Approach; *Reading Instruction; *Reading Strategies; Student Needs; Teacher Role; *Vocabulary Development; *Vocabulary Skills
IDENTIFIERS- Learning Environment

To do well in reading, students need to have a well-developed vocabulary on their own developmental level. The vocabulary a student possesses provides background information so that meaningful reading of new content can occur. A language-rich learning environment is necessary for students to thrive in the listening, speaking, reading, and writing vocabularies. For vocabulary growth to take place, the teacher needs to establish definite objectives in terms of knowledge categories, skills, and attitudinal ends to be achieved by students. This paper discusses the following reading strategies and tools in vocabulary development: sustained silent reading, individualized reading, basal readers, the "big book," and the dictionary. The paper also discusses vocabulary development across the curriculum. It concludes that an interdisciplinary vocabulary curriculum needs to be planned so that with each academic area students can experience challenges in vocabulary growth. (NKA)

ED 458 548 CS 014 514

Strickland, Dorothy S.; Ganske, Kathy; Monroe, Joanne K.
Supporting Struggling Readers and Writers: Strategies for Classroom Intervention 3-6.
PUB DATE- 02
NOTE- 264p.; Jointly published with Stenhouse Publishers.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Classroom Techniques; Elementary Education; English (Second Language); Instructional Effectiveness; *Literacy; Low Achievement; *Reading Difficulties; *Reading Strategies; Small Group Instruction; Standardized Tests; Student Motivation; *Writing Difficulties; *Writing Strategies
IDENTIFIERS- Remedial Intervention

For most students, the intermediate years offer the last opportunity to prevent continued failure in reading and writing. These years are a critical bridge to the middle grades where the tendency is to be less personalized and focused on individual needs. This book provides teachers, administrators, and staff developers with the best research-based practice on the literacy learning and teaching of low-achieving intermediate students. The book explores the factors that contribute to success and failure in literacy and provides systematic approaches for helping students who are most at risk. It includes: effective teaching practices for all of the key aspects of literacy instruction that can be realistically implemented in the context of a busy classroom; recommendations for motivating low-achieving students; suggestions for working with English English-as-a-Second-Language learners; strategies for small-group instruction, word study, reading comprehension, and writing; clear descriptions and numerous vignettes that illustrate teaching practices in action; an emphasis on differentiated instruction and ideas for integrating interventions with regular classroom instruction for struggling students; and ways to help students perform better on

(NKA)

ED 458 568 CS 014 545

Robinson, Richard D.
Classics in Literacy Education: Historical Perspectives for Today's Teachers.
PUB DATE- 02
NOTE- 147p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- *Educational History; Elementary Secondary Education; *Literacy; Professional Recognition; *Reading Teachers; *Scholarship; Teacher Education
IDENTIFIERS- Reading Concepts; *Teaching Perspectives

The most critical reason for an understanding of reading's history is that many of the classic writers saw and understood the reading process with great individual insight and understanding. Rather than being of only passing historical interest, these classic readings are relevant and important for today's reading teacher. This book offers excerpts from classic authors/educators in literacy. Excerpts in the book from A. Sterl Artley, Emmett Albert Betts, Richard de Bury, Arthur I. Gates, William S. Gray. Helen M. Robinson, David H. Russell, Nila Banton Smith, and George D. Spache touch on a variety of topics facing today's reading teachers. In addition to presenting selections of each writer's work, the book provides an overview of each writer's professional life and includes a list of annotated resources for further reading. Each chapter ends with "Reflections" to stimulate teachers to think about the words of past educators, and reevaluate their own classroom instruction. (NKA)

ED 458 569 CS 014 546

Neuman, Susan B.; Celano, Donna C.; Greco, Albert N.; Shue, Pamela
Access for All: Closing the Book Gap for Children in Early Education.
SPONS. AGENCY- Carnegie Corp. of New York, NY.; Howard Heinz Endowment, Pittsburgh, PA.; Center for the Improvement of Early Reading Achievement, Ann Arbor, MI.
PUB DATE- 01
NOTE- 101p.; Also sponsored by the Institute for Civil Society.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Books; Childhood Needs; *Childrens Literature; Classroom Environment; *Day Care Centers; *Emergent Literacy; Enrichment Activities; National Surveys; *Preschool Education
IDENTIFIERS- *Book Availability; *Georgia

Because children begin to learn literacy skills before formal reading and writing instruction takes place, exposure to books at an early age leads to improved literacy skills throughout their lives. Further, because so many children are in child-care facilities for up to 40 hours a week, it is essential for child-care centers to provide young children sufficient access to quality books--this is especially important in areas of low income, where children may not have access to books and literacy experiences at home. This book details a study of child-care centers across the United States that uncovered some troubling results. The report discovered that there is a serious lack of quality books in many child-care centers, and that many states do not have clear guidelines for using books that "make the invisible visible," that encourage students to reflect on their language performance, thus becoming consciously aware of the learning that has occurred. Next, it shows teachers how to restructure their classroom activities to engage students in every lesson, every project, every day. Two chapters of the book are devoted to interactive activities that develop students' speaking and listening skills and help them work productively and harmoniously in a small-group setting. The book also allows readers to listen in on the author's thinking, describing the structures and activities he uses in his own classroom and describing the process of putting them together in an actual lesson plan. (NKA)

ED 458 589 CS 217 697

Ediger, Marlow
Assessing Methods of Teaching in the Elementary School.
PUB DATE- 01
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classroom Techniques; Elementary Education; *Instructional Effectiveness; *Learning Strategies; Student Needs; Teacher Evaluation; *Teaching Methods
IDENTIFIERS- Teaching Perspectives

Teachers may use any of numerous methods of teaching in the classroom. The quality of any learning activity depends upon what occurs and how it affects participants. Some of the more common methods of teaching are: the lecture method; memorization methods; discussion methods; problem solving; use of critical thinking; and use of creative thinking. This paper describes and discusses each of these methods in turn. (NKA)

ED 458 590 CS 217 698

Rog, Lori Jamison
Early Literacy Instruction in Kindergarten.
PUB DATE- 01
NOTE- 110p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Beginning Reading; *Beginning Writing; Class Activities; Classroom Environment; Classroom Techniques; *Kindergarten; Kindergarten Children; Learning Activities; Learning Experience; Primary Education; *Reading Instruction; *Writing Instruction
IDENTIFIERS- *Balanced Reading Instruction; Vignettes

Most educators will agree that a kindergarten program must provide not only a print-rich environment, but also carefully organized learning experiences. This book maps out how to develop and maintain an exemplary literacy program in a kindergarten classroom. The first section of the book explores the necessary elements of an outstanding kindergarten literacy program and how to organize these elements effectively. It examines developmentally appropriate practices and the research that supports them. The second section of the book provides teachers with strategies for a balanced literacy program: interactive readalouds; shared reading; independent reading and

This position paper is a product of Australia's Primary English Teaching Association. The paper looks at the capabilities of Australian children upon their entry into kindergarten. It argues that a new breed of learners needs a new set of practices to support their literacy learning. The paper focuses on a study in which writing samples were collected from five New South Wales (NSW) schools. It states that the samples were drawn from the western and northern suburbs of Sydney and from the south and central coasts of NSW and represent very diverse student populations. It also states that the study found that most of the samples collected indicated that children begin school with a diverse knowledge of how print works and that most samples revealed a high level of literacy expertise on the new kindergartners' part. The paper concludes that too many teachers waste children's time by teaching them what they already know, and it outlines some principles for instructional change. (Includes 19 samples of kindergartners' writing.) (NKA)

ED 458 610 CS 217 732

Anning, Angela
The Co-Construction by Early Years Care and Education Practitioners of Literacy and Mathematics Curricula for Young Children.
PUB DATE- 98
NOTE- 20p.; Paper presented at the Annual Meeting of the British Educational Research Association (Belfast, Ireland, August 27-30, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Action Research; *Curriculum Design; *Curriculum Development; Day Care; Educational Research; Foreign Countries; *Literacy; *Mathematics; Parent Participation; Preschool Education; *Young Children
IDENTIFIERS- University of Leeds (England)

This paper is based on a 2-year research and development project undertaken at the School of Education, University of Leeds (England). The aims of the project were to work with 25 early years practitioners from both education and care traditions using an action research model to identify what activities in their settings were defined as literacy and mathematics, the nature of staff understanding of how children learn to be literate and numerate, and the relationship between early years' workers and parents' perceptions of how children acquire literacy and mathematical understanding. It explains that the purpose of the project was to design curriculum guidelines in literacy and mathematics for very young children. The paper offers and describes the following three exemplars from the projects undertaken by members of the research team: Communication Skills between Mothers and Babies; Mark-Making and Emergent Writing in a Parent and Toddler Group; and Mathematical Concepts in the Home and the Nursery Class. The three exemplars give a flavor of the creative potential of combining care and education approaches to curriculum design. The curricula materials are different from those emanating from "school" frameworks in the emphasis they place on the potential for learning in the "everyday" lives of children and their caregivers. (Contains 10 references.) (NKA)

ED 458 611 CS 217 733

was conducted based on interviews with 11 pilots at a Mandarin-speaking airline and an attitudinal study of those same pilots aimed at pinpointing their English language and communicative needs. Several foreign and domestic captains were also interviewed, as well as two foreign flight instructors. Findings suggest that there are four characteristics of the target language (English) which are termed difficult: register, speed of communication, written design, and nonnative English speaking comprehension. Also found was that there are two possible impediments to successful language learning: the learner's attitude, and the lack of opportunity to practice the target language. (Contains 15 notes and 17 references.) (NKA)

ED 458 630 CS 510 628

Wiltse, Eric M.
The Effects of Motivation and Anxiety on Students' Use of Instructor Comments.
PUB DATE- 01
NOTE- 26p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (84th, Washington, DC, August 5-8, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Feedback; Higher Education; Journalism Education; Questionnaires; *Self Efficacy; *Student Attitudes; *Student Motivation; Teacher Student Relationship; *Writing Apprehension; *Writing Attitudes; Writing Research
IDENTIFIERS- *Constructive Criticism

A study explored how students' writing apprehension and self-efficacy beliefs affect their use of teacher comments on first drafts of stories. The driving force behind the study stemmed from an interest in how to provide more effective, relevant feedback to students. The study examined student use of global and local feedback--global feedback is comment on a written composition's content, while local feedback is comment on mechanical writing issues. R. Straub's 1997 questionnaire was modified to reflect the type of writing mass communication students do--journalistic writing. A short news story was used with 10 teacher comments written on it--5 dealt with global issues and 5 dealt with local issues. Writing apprehension was measured by the Daly-Miller Writing Apprehension Test (1975), and writing self efficacy was measured by 3 instruments developed by Shell et al. (1989). The questionnaire was completed by 181 university students in the Rocky Mountain region. Statistical tests for differences between low and high students in self-efficacy, writing apprehension, and writing outcomes expectations seem to provide evidence that some students use global or local instructor feedback more than do others. The effect sizes indicate that the degree of those differences was small. However, the effect sizes are due to the lack of variability in the scores on the feedback instrument. The causal-comparative research design would not permit with any confidence the statement that self efficacy, outcomes expectations, or writing apprehension cause student use of different types of feedback. (Contains 2 tables and 34 references.) (NKA)

ED 458 631 CS 510 638

Banham, Victoria; Hanson, Jane; Higgins, Alice; Jarrett, Michelle
Parent-Child Communication and Its Perceived Effects on the Young

a success-related instrument, and instead becomes a means of sharing one's being with others. (Contains 23 references.) (Author/RS)

ED 458 651 CS 510 664

Maylath, Bruce, Ed.
Models for Strategic Program Development. Proceedings of the Annual Meeting of the Council for Programs in Technical and Scientific Communication (27th, Menomonie, Wisconsin, October 19-21, 2000).
PUB DATE- 00
NOTE- 136p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Curriculum Development; Engineering Education; Higher Education; *Industrial Training; Information Technology; Instructional Improvement; Introductory Courses; *Masters Programs; *Program Development; Program Effectiveness; Scientific and Technical Information; *Strategic Planning; Student Recruitment; *Technical Writing; *Theory Practice Relationship
IDENTIFIERS- *Technical Communication

This document presents 48 papers delivered at the 2000 annual meeting of the Council for Programs in Technical and Scientific Communication (CPTSC). Papers in the proceedings are divided into 14 subsections: (1) Keynote Presentation: "Global Classroom Project (T. K. Herrington); (2) Opening Session Address: "What Industry Looks for in Technical Communication Graduates" (B. Johnson, J. van Oss, and D. Tews); (3) Program Identity 1: To Niche or Not To Niche?: "Against the Niche: On NOT Over-Specializing Our Technical Communication Curricula" (S. Bernhardt); "Should We Develop Specialized Technical Writing Programs?" (K. LaGrandeur); "Is the Future Identity of Technical Communication Specialization or Diversity?" (C. Rude); "What about Writing?" (P. Praetorius); (4) Program Identity 2: Do Program "Homes" Matter? "How the Institutional Home Affects a Program" (M. T. Davis); "Why and How Our Institutional 'Home' Matters: Strategic Program Planning in a Specific Setting" (K. R. Schnakenberg); (5) Program Identity 3:

ED 458 652 CS 510 665

Moseley, David; Higgins, Steve; Bramald, Rod; Hardman, Frank; Miller, Jen; Mroz, Maria; Tse, Harrison; Newton, Doug; Thompson, Ian; Williamson, John; Halligan, Jean; Bramald, Sarah; Newton, Lynne; Tymms, Peter; Henderson, Brian; Stout, Jane
Ways forward with ICT: Effective Pedagogy Using Information and Communications Technology for Literacy and Numeracy in Primary Schools.
PUB DATE- 99
NOTE- 129p.; Research team from Newcastle University and Durham University for this report commissioned by the Teacher Training Agency.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Research; *Educational Technology; Elementary Education; Foreign Countries; *Information Technology; *Instructional Effectiveness; *Literacy; *Numeracy; Teacher Behavior; *Teaching Methods; Telecommunications
IDENTIFIERS- Great Britain

second district, educators had not attended to curricular or relational changes. Site-based management with shared decision-making was appealing, but there was no agreement on what site-based management and shared decision-making meant. In the third district, budget cutbacks resulted in involuntary decentralization. Voluntary teacher study groups created positive relational changes, without obvious curricular changes. In the last district, fiscal changes made state funding attractive. But the funds were contingent on the forming of governance plans, which some saw as a distraction from the improvement of learning. If restructuring is about sharing power, all four types of change may be needed, as well as a clear connection between the improvement of learning and school restructuring. (RKJ)

ED 458 673 EA 031 383

Lashway, Larry
Leadership for Accountability.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 5p.; Published four times a year. Theme issue.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Accountability; *Administrators; Elementary Secondary Education; *Leadership; Motivation Techniques; School Culture; School Organization; Standards; Teacher Improvement
IDENTIFIERS- Reform Efforts

This document explores issues of leadership for accountability and reviews five resources on the subject. These include: (1) "Accountability by Carrots and Sticks: Will Incentives and Sanctions Motivate Students, Teachers, and Administrators for Peak Performance?" (Larry Lashway); (2) "Organizing Schools for Teacher Learning" (Judith Warren Little); (3) "Making Standards Stick: A Follow-Up Look at Washington State's School Improvement Efforts in 1999-2000" (Robin Lake and others); (4) "Leadership for School Improvement" (Mid-Continent Research for Education and Learning); and (5) "The Lifeworld of Leadership: Creating Culture, Community, and Personal Meaning in Our Schools" (Thomas J. Sergiovanni). (RT)

ED 458 674 EA 031 384

Gordon, Richard K.
Collaboration for Educational Change.
PUB DATE- 01
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; Elementary Secondary Education; Instructional Design; *Partnerships in Education; Professional Development
IDENTIFIERS- *Reform Efforts

This paper comments on three aspects of the educational reform movement in America: the current reform movement's aims and

PUB DATE- 01
NOTE- 32p.; Paper presented at the Annual Meeting of the National Council of Professors of Educational Administration (55th, Houston, TX, August 7-11, 2001). Most figures and all tables in appendix contain copyrighted material and are not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Change Strategies; *Educational Change; *Educational Environment; *Educational Improvement; Elementary Secondary Education; Leadership; *Organizational Change; *School Restructuring
IDENTIFIERS- Parsons (Talcott)

This paper examines the incompatibility between organizational structures and the efforts used to improve student learning. Following a brief introduction, it outlines why school improvement is so problematic. The essay makes the case for the incompatibility between the structure of schools and the demands for school improvement. To make this argument, it incorporates two frameworks into the discussion: Parsons' levels of organization, and Weick's loose coupling. From there, the text offers a new leadership framework that can rebuild school structure and thus better accommodate the demands for school improvement. This new framework would lend coherence to an otherwise loosely coupled system incapable of articulating effectively across levels of organization. Since sustained school improvement is not possible without a strong connection across levels of organization, a recoupling of the system would allow for a strong external infrastructure that could sustain stable political environments and facilitate the integration of resources outside the school. Three levels of organization--the technical core, managerial, and institutional--can then coalesce and allow purposeful interaction within and across these levels of organization. Some examples of the successful integration of these levels of organization are provided, along with figures and tables that document these successes. (Contains 10 tables and 52 references.) (RJM)

ED 458 693 EA 031 406

Wooderson-Perzan, Melinda; Lunenburg, Fred C.
Transformational Leadership, Student Achievement, and School District Financial and Demographic Factors.
PUB DATE- 01
NOTE- 36p.; Paper presented at the Annual Meeting of the National Council of Professors of Educational Administration (55th, Houston, TX, August 7-11, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Accountability; *Administrator Attitudes; Correlation; Elementary Secondary Education; Instructional Leadership; *Leadership Styles; *Superintendents
IDENTIFIERS- *Texas

This paper explores whether or not there is a statistically significant relationship between superintendent leadership styles and selected financial and demographic factors in Texas school districts. Specifically, it examines the relationship between superintendent leadership styles and (a) student

NOTE- 13p.; Paper presented at the Annual Meeting of the Southern Regional Council on Educational Administration (Jacksonville, Florida, November 1-4, 2001.)
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Boards of Education; Educational Change; Elementary Secondary Education; *Leadership; *Leadership Qualities; Leadership Styles; Mentors; Principals; Public Schools; *School Administration; *Stress Variables; *Superintendents; Teaching Load; Working Hours

The purpose of this study was to examine the perspectives of 50 of the nation's best school superintendents to gain insight into their success. Researchers used a self-designed instrument, containing 38 quantifiable items in 5 sections: (1) the superintendent's background; (2) the superintendent's school district; (3) the superintendent's role; (4) the superintendent and his or her school board; and (5) the superintendent's leadership perspective. Surveys were sent to 50 superintendents. Responses indicate that more 77 percent had served as school principals at some point in their careers. No superintendent reported that he or she worked 40 or fewer hours; more than 85 percent worked 50 hours or more a week. Surprisingly, only 19 percent indicated daily symptoms of stress related to their jobs. More than 40 percent of the superintendents who needed to learn about school board/superintendent relationships went to the board chair, mostly using the telephone as their primary mode of communication with their boards. Seventy-five percent indicated that the majority of their role was that of leadership rather than management. All responding superintendents rated their own overall performance as educational leaders as either exemplary (45.8 percent) or good (54.2 percent). (Contains 14 references.) (DFR)

ED 458 713 EA 031 431

School Safety.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC.
PUB DATE- 99
NOTE- 28p.; Theme issue. Published biannually.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Delinquency; Early Intervention; Educational Change; Elementary Secondary Education; *Prevention; Public Schools; *School Community Relationship; *School Safety; *School Security; Sex; Sex Role; *Student Behavior; Violence

The articles in this issue dealing with school safety discusses what rural and small urban settings are doing to prevent violence and to educate young people about prosocial alternatives to violence. The research is quite clear that female, minority, and gay students are the targets of a disproportionate amount of harassment and violence, both in and out of school. A data-driven program, as recommended by the Principles of Effectiveness, would suggest that violence-prevention programs should pay special attention to the needs of these students. Kent Peterson points out in his article that school safety entails more than the absence of violence. Schools and classrooms should be places where students are safe to take intellectual risks, where students can make and learn

Center (ITTATC)" (Shelley Kaplan), "Section 508 Web Standards and WCAG Priority 1 Checkpoints: A Side-by-Side Comparison" (Jim Thatcher), "Accessible Multimedia and Distance Education Projects at NCAM" (Geoff Freed), and "Ability Forum.com Offers a Dissemination Avenue to Research Consumers" (Dawn Golden). (Articles include references.) (CR)

ED 458 733 EC 308 679

Fichten, Catherine S.; Asuncion, Jennison V.; Barile, Maria
Computer and Information Technologies: Resources for the Postsecondary Education of Students with Disabilities. Final Report to the Office of Learning Technologies.
SPONS. AGENCY- Human Resources Development Canada, Hull (Quebec). Office of Learning Technologies.; Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- 01
NOTE- 149p.; Adaptech Project collaborators were Chantal Robillard, Myrtis E. Fossey, Darlene Judd, Jean-Pierre Guimont, Ray Tam, and Daniel Lamb. Project partners were Canadian Association of Disability Service Providers in Post-Secondary Education, Service d'aide a l'integration des eleves, le Services aux etudiants handicapes du Cegep de Sainte-Foy, the Association quebecoise des etudiants ayant des incapacites au postsecondaire, and National Educational Association of Disabled Students. Also supported by EvNet, Fonds pour la formation de chercheurs et l'aide a la recherche, Office des personnes handicapees du Quebec, and le Comite d'adaptation de la main-d'oeuvre pour personnes handicapees.
LANGUAGE- French; English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Accessibility (for Disabled); *Assistive Devices (for Disabled); Bilingualism; College Students; Community Colleges; *Computer Uses in Education; Computers; *Disabilities; Foreign Countries; French; French Canadians; Higher Education; *Staff Development; *Student Personnel Services
IDENTIFIERS- Canada

This report presents results of a study that investigated the views and concerns about computer and adaptive computer technologies of 156 Canadian postsecondary disability providers. Findings indicate: (1) two-thirds of disability service providers are women and have an average of 9 to 10 years of experience providing disability related service to students; (2) participants admitted to not being very knowledgeable about computer technologies used by students with disabilities, with French speaking disability service providers rating themselves as less knowledgeable than their English speaking counterparts; (3) junior/community colleges had substantially lower overall enrollment than universities, although they had similar numbers of students with disabilities registered to receive disability related services; (4) in general, computer related services constituted a moderately important priority within the full range of services offered to students with disabilities and most institutions had some adaptive technologies for these students on campus; and (5) participants indicated that computer related needs of students with disabilities are moderately well met at their institutions. The report discusses factors deemed important in ensuring that instructions are technologically welcoming to students with disabilities and that recommendations are easy to follow for individuals responsible for providing services to

Facilidades y modificaciones: Lo que los padres necesitan saber.
PUB DATE- 00
NOTE- 54p.; Individual with Disabilities Education Act (IDEA). Part B.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Accommodations (Disabilities); Assistive Devices (for Disabled); Attention Deficit Disorders; *Classroom Techniques; *Disabilities; Elementary Secondary Education; Eligibility; Evaluation Methods; *Federal Legislation; Mathematics; *Reading Difficulties; Student Evaluation; Student Needs; Teaching Methods; Time on Task; *Writing Difficulties
IDENTIFIERS- *Testing Accommodations (Disabilities)

This English-Spanish language booklet is designed to help parents understand two important features of special education services, accommodations and modifications for students with disabilities. Examples of accommodations and modifications are provided, federal laws requiring schools to provide accommodations and modifications are cited, and eligibility is explained. Information is also provided on how decisions are made for children with disabilities and written in Individualized Education Programs. Section 2 of the booklet provides examples of accommodations for a variety of learning problems, including examples of assistive technology. Accommodations are listed for students with disabilities who are having difficulty reading, students with disabilities who have difficulty maintaining attention, following ideas, and interpreting information, and students with disabilities who have problems with learning mathematical concepts and processes. Accommodations are also listed for students who have difficulties for specific kinds of classroom assignments, including problems with written assignments and assessments, with following instructions, with completing assignments, with organization, and with taking tests. The third section focuses on modifications to course requirements, curriculum expectations, and alternate assessments. The final section emphasizes the importance of teacher and parent collaboration and the need to monitor the impact of any accommodation or modification. (CR)

ED 458 753 EC 308 700

Ahearn, Eileen M.
The Involvement of Lay Advocates in Due Process Hearings. Quick Turn Around (QTA).
PUB DATE- 01
NOTE- 9p.; Produced by Project FORUM at NASDSE.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Child Advocacy; *Court Litigation; *Disabilities; *Due Process; Elementary Secondary Education; Federal Legislation; *Lawyers; *Lay People; Legal Aid; Legal Assistants; *Parent Associations; Parent Rights; Policy Formation; State Programs; Surveys
IDENTIFIERS- *Delaware

A survey was conducted on the use of lay advocates to investigate

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Beginning Teachers; *Behavior Disorders; Elementary Secondary Education; Higher Education; *Mentors; *Peer Teaching; *Preservice Teacher Education; *Program Design; Rural Schools; Teacher Certification; *Teacher Education Programs
IDENTIFIERS- *North Dakota

This manual is designed to train teachers on the peer coaching process in two teacher workshop sessions. Information is drawn from the activities and outcomes of the Interactive Peer Coaching/Mentoring (IPCM) Project, a program designed to prepare teachers of students with severe behavioral disorders (SED) residing in a rural, remote area in North Dakota. The first session in the manual provides an overview of peer coaching. The second session presents information about effective teaching and then takes learners through the 10-step process of peer coaching: (1) meet your partner, (2) decide who will be coach and who will be the person being coached, (3) understand your roles, (4) define measurable student outcomes, (5) brainstorm for ideas on how to collect data, (6) design data collection sheets, (7) set dates, times, and places, (8) coach observes the student teaching, (9) coach provides data from the observation to the student, and (10) student uses the data to change teaching behavior. The training sessions are designed to last approximately one hour, including sufficient time for questions. The accompanying notes are used to explain the basic ideas behind the slide masters. (CR)

ED 458 772 EC 308 721

Askvig, Brent A.; Garnes, Lori
SPED 590 Peer Coaching Seminar: An Online Course about Peer Coaching.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 81p.; For other IPCM Project documents, see EC 308 719-20.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Behavior Disorders; Distance Education; Elementary Secondary Education; Higher Education; *Internet; *Mentors; *Peer Teaching; Preservice Teacher Education; *Program Design; Rural Schools; Teacher Certification; *Teacher Education Programs
IDENTIFIERS- *North Dakota

This manual presents an online course about peer coaching derived from the Interactive Peer Coaching/Mentoring (IPCM) Project, a program designed to prepare teachers of students with severe behavioral disorders residing in a rural, remote area in North Dakota. The IPCM project was conducted from July 1997 through July 2000 and developed an interdisciplinary program of courses that met North Dakota certification standards and university program standards. Since many of the trainees lived some distance from the university, it was necessary to develop an Internet-based peer coaching seminar. This manual presents student outcomes, assignments, reading, and grading guidelines in a syllabus. Then, general lessons are presented that address: (1) peer coaching terms and definitions; (2) the peer coaching model; (3) targeting effective teaching behaviors; (4) the ten-step peer coaching process, steps 1-6; (5) the ten-step peer coaching process, steps 7-10; (6) using the data to change your teaching behavior; and (7) using peer coaching. Each

Teachers," has two chapters: "Hands-On Teacher Training: Presentation Software" (Elizabeth Hanson-Smith); and "A Teacher Preparation Course for Computer-Assisted Language Learning" (Sarah Rilling). A "Glossary of Key Terms" and a subject index are also included. (Contains 173 references.) (KFT)

ED 458 794 FL 026 942

Kim, Youngsang
Advanced Studies in EFL Teaching.
PUB DATE- 01
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Communicative Competence (Languages); *English for Special Purposes; *English (Second Language); Foreign Countries; Higher Education; Korean; Language Attitudes; Language Planning; *Language Proficiency; Second Language Instruction; Second Language Learning; Student Evaluation; Uncommonly Taught Languages
IDENTIFIERS- *South Korea

This paper discusses the importance in Korea of learning to speak English proficiently, and describes a 16-week course designed to advance such proficiency. The paper begins with a general description of the importance of English in the curriculum of Korean higher education, and how important it is to obtain and keep professional employment, which is why learning to speak English proficiently is considered so important in Korea. The course is then described in some detail, including the listing of 25 books and textbooks used in it. A week-by-week description is provided, including weekly objectives and suggested activities. The paper provides a literature review of the major recent works in the field English as a foreign language teaching. (Contains 38 references.) (KFT)

ED 458 795 FL 026 943

Maddalena, Sean Romano
An Investigation into How Corpus Analysis May Be Used in the Second Language Classroom To Solve Some of the Problems Surrounding Non-Native Speakers' Understanding of Seemingly Synonymous Words.
PUB DATE- 01
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Active Learning; Componential Analysis; *Computational Linguistics; Databases; Definitions; Dictionaries; English (Second Language); Experiential Learning; Foreign Countries; High School Students; High Schools; Language Patterns; *Lexicology; Participant Observation; Second Language Instruction; *Second Language Learning; *Semantics; Student Evaluation; Vocabulary
IDENTIFIERS- Chomsky (Noam); Japan; Synonyms

Could corpus analysis be used to solve some of the problems surrounding non-native speakers' understanding of seemingly synonymous words? This research is needed because there is no single universal unified lexical theory that can be applied to the study of semantics or of language as a whole. Instead, there are a variety of views than can be condensed into two competing positions: (1) language is a system, formal in

DESCRIPTORS- Business English; College Students; Cultural Awareness; *Cultural Education; English (Second Language); Foreign Countries; Higher Education; *Language Attitudes; Second Language Instruction; Second Language Learning; *Student Attitudes; *Urban Areas
IDENTIFIERS- Mexico

This paper argues that a need exists, especially in urban universities, to focus on attitudes toward foreign language learning (in this case, the learning of English) and toward speakers of the language being learned as well as the cultures represented by its speakers. The concept of interculturality as a goal for learning challenges negative attitudes students may have that can potentially block them from having such a goal. It is further argued that achieving degrees of interculturality in foreign language learning is heavily influenced by the emotional dimension of the social setting of the learners' attitudinal postures toward languages and cultures. Answers about how to begin to assist foreign language teachers with the negative attitudes they encounter toward the learning of English and the strong feelings associated with it as a lingua franca cannot be forthcoming until interculturality is defined in the context of foreign language learning and considered a viable goal for those students who have little or no attraction for learning about sociocultural aspects related to English or its speakers. (Contains 27 references.) (KFT)

ED 458 816 FL 026 972

de Courcy, Michele
Research in Second Language Learning: Current Questions and Future Directions.
PUB DATE- 01
NOTE- 22p.; Paper presented at the Conference of the Applied Linguistics Association of Australia (Canberra, Australia Capital Territory, Australia,, July 6-8, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Applied Linguistics; Educational Trends; Foreign Countries; *Futures (of Society); Modern Language Curriculum; *Second Language Instruction; *Second Language Learning; Second Language Programs; Teacher Researchers; Teaching Methods
IDENTIFIERS- Australia

This paper offers a current overview and a commentary on the current state and future directions of research in second language learning. It begins by outlining the ways perceptions of the world influence research and teaching. It then explores the contexts in which one individual has explored learning in second languages. Then an opinion is provided of what is problematic in current research and pedagogy. This leads to a discussion of different ways of conducting research about the learning of second languages. Finally, overall opinions about language learning and issues related to the training of teachers are revealed. (Contains 40 references.) (KFT)

ED 458 817 FL 026 973

Gonzalez-Bueno, Manuela; Perez, Luisa
Electronic Mail in Foreign Language Learning Revisited.
PUB DATE- 01
NOTE- 25p.; Paper presented at the Annual Meeting of Teachers of

PUB DATE- 01
NOTE- 0p.; CD-ROM designed to run on a Windows 95, 98, 2000 or NT platform. Funded through the ANTA Adult Literacy National Project.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- Classroom Techniques; Communicative Competence (Languages); *English (Second Language); Foreign Countries; Phonology; *Pronunciation Instruction; *Second Language Instruction; Second Language Learning; Speech Communication; Teacher Education
IDENTIFIERS- Australia

This CD-ROM is intended for native speakers of English who teach pronunciations to learners of English as a second language. It is not a traditional phonology course but provides experiences to help teachers understand the difficulties faced by learners. It also includes examples of learners' speech, with suggestions for how to deal with particular pronunciation problems. A background in basic linguistics is useful but not necessary, as all concepts are explained and a glossary is provided. (KFT)

ED 458 839 FL 801 477

Vinogradov, Patsy
Successful Instruction for Literacy-Level Adults. CARLA Working Paper.
PUB DATE- 01
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Cultural Education; Curriculum Development; *English (Second Language); Immigrants; Interviews; Language Minorities; Language Teachers; Lesson Plans; *Literacy Education; Literature Reviews; Second Language Instruction; Second Language Learning; Sociolinguistics; *State Programs; Teacher Education
IDENTIFIERS- Minnesota

This report explores a range of issues related to the successful instruction of literacy-level English-as-a-Second-Language (ESL) adults. The paper describes types of programs as well as factors that affect this population. Through a series of teacher interviews, the unique characteristics of these learners as well as suggested curricula are detailed. Appendices include suggested student materials and a reading list. The report is divided into six sections: introduction, types of programs, literature review (including native language literacy, age, trauma, family demands, cultural and individual beliefs, sociopolitical concerns), teacher interviews, curriculum (goals of a literacy-level course, sequence, presentation including techniques and sample lessons , and assessment), and teacher training workshop materials. (Contains 50 references.) (KFT)

ED 458 840 FL 801 478

LaRue, Charles; LaRue, Pamela
Newcomers and the Environment: Teaching Guide--Answer Key and ESL Textbook. Intermediate Level.
SPONS. AGENCY- Minnesota State Office of Environmental Assistance, St. Paul.
PUB DATE- 01

DeBerg, Curtis L.; Thornton, Kelby
Entrepreneurship Education for At-Risk Youth: A Successful Model for University/Business Partnerships.
PUB DATE- 99
NOTE- 20p.; Paper presented at the Annual Conference of the United States Association for Small Business and Entrepreneurship (San Diego, CA, January 14-17, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Business Education; *College School Cooperation; College Students; Computer Literacy; Cooperative Planning; Demonstration Programs; Educational Cooperation; Educational Practices; *Entrepreneurship; *High Risk Students; High Schools; Higher Education; Innovation; Integrated Curriculum; *Mentors; Models; Outreach Programs; *Partnerships in Education; Program Effectiveness; Program Implementation; Questionnaires; School Business Relationship; Student Organizations; Summer Programs; Team Teaching; Universities; Workplace Literacy; *Youth Programs
IDENTIFIERS- California State University Chico; Private Industry Councils

An innovative entrepreneurship education program was developed and delivered during summer 1998. The program was conceived by the youth program coordinator of the Butte County, California, Private Industry Council (PIC), who had been impressed by the results of a program during which the PIC hired three students from the California State University at Chico to team-teach a workplace class of 21 high school students. The lessons used in the program at the high school program were revised to include a stronger computer literacy component and focus on entrepreneurship. A team of six students from the university was trained to team-teach a series of integrated business, economic, and computer literacy lessons to 32 at-risk high school students during 3.5-hour classes that met 3 days a week for 16 weeks. The university students, who were all members of a group called Students in Free Enterprise (SIFE), also acted as mentors to the high school students. The SIFE students helped their mentees author business plans and deliver a "competitive" oral presentation to local business leaders. An end-of-program evaluation of the students' economic literacy indicated that the program increased students' knowledge of business and economic concepts. The students expressed positive attitudes about the program. (MN)

ED 458 358 CE 081 279

Camp, William G.
A National Study of the Supply and Demand for Teachers of Agricultural Education in 1996-1998.
SPONS. AGENCY- Association for Career and Technical Education, Alexandria, VA. Agricultural Education Division.
PUB DATE- 00
NOTE- 56p.; With contributions by Mendy Beckman. For the 1995 survey, see ED 424 405.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Agricultural Education; Beginning Teachers; Comparative Analysis; Educational Needs; Educational Supply;

a discussion. The matrix review compares and contrasts these certification criteria established by the study states: organization and structure; integration of services; core services; guidance on fee-based services; facility; technology; and outcome/performance measurement. The discussion reflects on the states' varied experiences with certification/chartering requirements and includes information provided by state respondents about what they have learned from that experience, including ideas about what they might have done differently. Attachments include four documents that are detailed examples of the certification approaches used by specific states. The first two summarize North Carolina's and Wisconsin's efforts to develop a statewide vision and implementation framework to guide the development of local One-Stop systems. The final two have been developed by Connecticut and Minnesota as frameworks for assessing local progress in meeting state certification standards. (YLB)

ED 458 373 CE 082 453

Marketing ACE in Victoria.
SPONS. AGENCY- Adult, Community, and Further Education Board, Melbourne (Australia).
PUB DATE- 01
NOTE- 60p.; Prepared by Quay Connection, Annadale, Australia.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; *Community Education; Developed Nations; Educational Cooperation; Educational Finance; Foreign Countries; *Marketing; Networks; Professional Development; Program Effectiveness; *Strategic Planning; *Student Recruitment
IDENTIFIERS- *Australia (Victoria); Brand Awareness; *Educational Marketing

This publication presents options raised through various forums for marketing adult and community education (ACE) in Victoria, Australia, and suggested strategies. After an introduction (chapter 1), chapters 2 and 3 provide a broad view of the current situation for marketing ACE. Chapter 2 discusses general issues in the current position--ACE ethos, focus on funding or customers, marketing capacity, and opportunities. Chapter 3 addresses key marketing issues: brand, image, and awareness; current markets; networks and linkages; and marketing features--the six "Ps" (promotion, position, place, people, price, and products). Chapter 4 sets up parameters for future response: marketing objectives and strategic marketing framework. Chapters 5 and 6 provide suggestions for ACE's response to the market situation. Chapter 5 discusses core issues that must be addressed at the state level to improve the overall effectiveness of ACE marketing: competitive position, networks, leadership, professional development, priorities, and key initiatives. Strategies are presented as indicative options for responding to the core issues. A table lists the issue, strategy response, and activities for these levels: state and clusters, regions, local providers. Chapter 6 selects priority groups and provides suggestions for marketing strategies to reach them and enhance their participation in learning. A table provides a group profile for each group and, for each strategy, suggests implementation level and possible activities. (YLB)

ED 458 374 CE 082 454

Suda, Liz

Normalization (Disabilities); Postsecondary Education; Self Care Skills; Severity (of Disability); *Special Education; *Teaching Methods; *Transitional Programs

This book provides a history and overview of transitional services and educational programs provided for high school students with disabilities and proposes a new model of comprehensive transition education and services. The book is organized in 12 chapters: (1) "Secondary Special Education in Perspective"; (2) "Transition Education and Services Models"; (3) "Transition Education and Services Guidelines" (Debra A. Neubert); (4) "Students and Families: Key Participants in High School Programs for Students with Special Needs"; (5) "Transition Assessment"; (6) "Transition to Employment"; (7) "Job Placement, Training, and Supervision"; (8) "Transition to Postsecondary Education"; (9) "Transition to Adult Independent and Interdependent Living"; (10) "Instructional Strategies" (Mary E. Cronin); (11) "School-Based and Community Resources: Linkages and Referrals"; (12) "Issues in the Delivery of Transition Education and Services." Three appendixes include lists of resource agencies, assessment instruments for transitional planning, and a checklist for accessibility and usability of buildings and facilities. A glossary defines 63 terms, and 761 references are listed. (KC)

ED 458 390 CE 082 536

Bliss, Steven; Riccio, James
Promoting Employment in Public Housing Communities: Learning from the Jobs-Plus Demonstration. Policy Brief.
SPONS. AGENCY- Department of Housing and Urban Development, Washington, DC.; Department of Health and Human Services, Washington, DC.; Department of Labor, Washington, DC.; Joyce Foundation, Chicago, IL.; James G. Irvine Foundation, San Francisco, CA.; Surdna Foundation, Inc., New York, NY.; Northwest Area Foundation, St. Paul, MN.; Annie E. Casey Foundation, Baltimore, MD.; Rockefeller Foundation, New York, NY.
PUB DATE- 01
NOTE- 8p.; Additional support provided by the Stuart Foundation, Washington Mutual Foundation, and BP.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; Agency Cooperation; Attitude Change; Community Cooperation; Community Programs; *Employment Programs; Federal Programs; Incentives; *Job Training; *Program Development; Program Implementation; *Public Housing; *Welfare Recipients; *Work Attitudes
IDENTIFIERS- California (Los Angeles); Maryland (Baltimore); Minnesota (Saint Paul); Ohio (Dayton); Tennessee (Chattanooga)

Jobs-Plus is an intensive, place-based initiative for increasing employment among public housing residents. Closely aligned with the goals of the 1998 federal Quality Housing and Work Responsibility Act of 1998, Jobs-Plus aims to transform public housing communities by increasing employment among residents. Tests of this new employment approach with diverse populations are underway in these five cities: Baltimore, Chattanooga, Dayton, Los Angeles, and St. Paul. Most of the public housing residents had limited education, employment, and income before Jobs-Plus. The Jobs-Plus approach includes employment-related services and supports, enhanced financial incentives to work, and a community support for work component. Each of the Jobs-Plus sites have made strides in instituting each of the three

Teacher Workshops; Teaching Load; *Teaching Methods; *Vocational Education; Vocational Education Teachers; Whites
IDENTIFIERS- *Career and Technical Education

A study was conducted to describe the characteristics of teacher educators in career and technical education (CTE) programs, including the following: demographics; professional development activities; and methods, models, and approaches currently used within teacher preparation programs. Study respondents included 359 teacher educators from institutions of higher education across the U.S. Demographically, CTE teacher educators are similar to other teacher educators. For example, 90 percent were white, 4 percent African American, and 3 percent Hispanic. The average age of a CTE teacher educator was slightly more than 50 years, and more than half were tenured at their institutions. A large percentage of the teacher educators' professional time was spent teaching, with female faculty spending more of their professional time teaching than their male counterparts. Respondents indicated that traditional approaches, such as university course work, coupled with local school-based teaching and learning centers, solution-oriented investigations, and seminars were the most effective approaches toward developing future secondary teachers and therefore, were most used. They had mixed opinions as to the effectiveness of Web-based and other technology-based courses in the preparation of new teachers. Adjunct faculty and non-tenure-track faculty in higher education participated in almost as many professional development activities as did their tenure-track colleagues. Since many teacher educators will retire in the next 10 years, the study concluded that more attention must be paid to preserving and improving CTE teacher educator programs. (Contains 45 references.) (KC)

ED 458 408 CE 082 557

Dykeman, Cass; Herr, Edwin L.; Ingram, Michael; Pehrsson, Dale; Wood, Chris; Charles, Sarah
A Taxonomy of Career Development Interventions That Occur in U.S. Secondary Schools.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 01
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Career Development; *Career Education; *Career Guidance; Check Lists; *Classification; *Cluster Analysis; *Intervention; Research Methodology; Secondary Education
IDENTIFIERS- Association for Career and Technical Education

Each year, millions of state and federal education funds are spent on career development interventions for America's teenagers. However, no uniform nomenclature, definition, and organization of these interventions exists in the professional literature. This hampers communication among and between practitioners, policymakers, and researchers. The lack of a comprehensive organization of these interventions makes quality research and program evaluation very difficult. To help remedy the problems of naming, defining, and organizing in the field of career development interventions, a study was conducted to: (1) identify comprehensive lists of career development interventions that occur in America's secondary schools; and (2) create a taxonomy of the identified interventions. Through consultation with career guidance practitioners and scholars

Kit for One-Stop System Building. Module 3: Collecting and Using Customer Feedback. Trainer Manual with Participant Workbook.

SPONS. AGENCY- Employment and Training Administration (DOL), Washington, DC.

PUB DATE- 99

NOTE- 124p.; With assistance from Kimberly Doyle and Elaine Wood. Additional support provided by the California One-Stop Career Center System Task Force and the U.S. Department of Labor, Employment and Training Administration, Regions I, III, IV, VII, VIII, and IX. For additional modules, see CE 082 597-602.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Agency Cooperation; Behavioral Objectives; Classroom Techniques; Client Characteristics (Human Services); Communication (Thought Transfer); Cooperative Planning; Coordination; *Data Analysis; Data Collection; *Delivery Systems; Educational Legislation; *Employment Services; Federal Legislation; *Feedback; Guidelines; Labor Force Development; Learning Activities; Learning Modules; Lesson Plans; Linking Agents; Needs Assessment; Partnerships in Education; Program Implementation; Research Utilization; *Systems Approach; Teaching Guides; Teaching Methods; Workbooks; Worksheets

IDENTIFIERS- *Client Relations; Customer Services; Job Corps; *One Stop Centers; Workforce Investment Act 1998

This document is part of a five-module training package to help employment and training service providers comply with the Workforce Investment Act (WIA) of 1998 and develop a one-stop training and employment services system. It contains the participant workbook, trainer manual, and activity worksheets for a module on collecting and using customer feedback. The training manual presents a detailed lesson plan that includes step-by-step instructions for using the following tools and techniques to deliver the module: presenting overhead slides, having participants complete exercises; writing information on flip charts; using small group discussions; and using full group discussion. The workbook activities and worksheets are designed to help participants understand why customer feedback should be the foundation for designing a responsive service system and to teach participants to collect and analyze customer feedback. Participants are presented with a four-phase customer feedback collection consisting of the following actions: (1) prepare to collect feedback by identifying services and/or products, customer values, customer requirements/attributes, and product features; (2) use qualitative and quantitative techniques to collect proactive and reactive feedback; (3) use qualitative and qualitative methods to analyze feedback; and (4) utilize customer feedback in policy and procedural decisions, to make individual daily improvements, and as part of a continuous improvement system. (MN)

ED 458 425 CE 082 600

Kogan, Deborah; Koller, Vinz; Kozumplik, Richalene; Lawrence, Mary Ann

Partnering for Quality under the Workforce Investment Act: A Tool Kit for One-Stop System Building. Module 4: Designing a System for the Delivery of Integrated Services. Trainer Manual with Participant Workbook.

PUB DATE- 01
NOTE- 17p.; Written with assistance from Jack Jennings, Betsy Brand and Samuel Halperin. Some text may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Associate Degrees; Bachelors Degrees; Career Choice; *Career Education; College Bound Students; Colleges; Community Colleges; Comparative Analysis; Course Selection (Students); *Education Work Relationship; *Educational Attainment; *Educational Benefits; Employment Patterns; Enrollment Trends; Graduate Study; High Schools; *Higher Education; Life Style; Middle Schools; Occupations; Paying for College; *Salary Wage Differentials; Student Costs; Technical Institutes; Trend Analysis; Two Year Colleges; Universities

This booklet, which is addressed to middle school and high school students, explains the financial rewards of education beyond high school and ways students can improve their chances of getting into college and finishing a degree. The booklet begins with a brief overview of available postsecondary institutions and degrees and the time typically required to complete each one. The average incomes of high school dropouts, high school graduates, individuals who have earned associate degrees, individuals who have earned bachelor degrees, and individuals with various postgraduate degrees are compared and considered from the standpoint of the types of lifestyles that can generally be supported by the various income levels. The types of courses that improve students' chances of getting into college and finishing a degree are discussed. Alternatives to a four-year college are listed along with the 1999 median annual wages for 14 careers that can be pursued with a two-year associate's degree or postsecondary technical training. The real monetary trade-offs involved in going to college versus going directly to work are explained. Factors such as lost wages, loan debt, the higher wages associated with postsecondary degrees, and the relatively higher growth rates characterizing jobs requiring higher education are considered. (MN)

ED 458 441 CE 082 628

Fein, Scott; Melnick, Sara
Linking Service-Learning and School-to-Work: Policy, Partnerships and Practice To Help All Students Succeed.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, MI.
PUB DATE- 01
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Abstracts; *Articulation (Education); Career Exploration; Comparative Analysis; Cooperative Planning; *Education Work Relationship; Educational Benefits; Educational Cooperation; *Educational Policy; *Educational Practices; Educational Strategies; Guidelines; Interdisciplinary Approach; Linking Agents; *Partnerships in Education; Postsecondary Education; Profiles; School Business Relationship; Secondary Education; *Service Learning; Strategic Planning; Student Projects; Transitional Programs; Vocational Education
IDENTIFIERS- Arizona; California; Florida; Minnesota; Pennsylvania; South Carolina

the Program Effectiveness Survey.
PUB DATE- 01
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Career Education; *Career Guidance; Competence; *Educational Resources; Elementary School Curriculum; *Elementary Secondary Education; Foreign Countries; *School Guidance; School Policy; Secondary School Curriculum; Student Development
IDENTIFIERS- Ontario

Guidance and career education is a whole-school program that provides students with the opportunity to understand, develop, and apply the concepts in three areas of learning: student development, interpersonal development, and career development. This paper outlines some of the suggested philosophies, programs, and resources available to help school guidance and career education programs reach their goals. Ten initiatives are outlined that address many of the student, interpersonal, and career development competencies outlined in the Ontario school district policy document. The initiatives are planned, preventive, and proactive, and allow opportunities for students to build on their competency levels. (JDM)

ED 458 460 CG 031 321

Hayes, Richard L.; Kameguchi, Kenji
Developing Psycho-Educational Groups for Japanese High Schools.
SPONS. AGENCY- Japan-United States Educational Commission.
PUB DATE- 01
NOTE- 35p.; Paper presented at the Annual Conference of the American Psychological Association (109th, San Francisco, CA, August 24-28, 2001). Also sponsored by The University of Tokyo.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Modification; Cooperation; *Empowerment; Foreign Countries; *Group Counseling; High School Students; High Schools; Higher Education; Laboratory Schools; *Psychoeducational Methods; School Counseling; *School Guidance; Student Behavior
IDENTIFIERS- Japan (Tokyo); Japanese Education Today; Mind Body Problem

This paper describes the development of comprehensive psycho-educational groups for students in a secondary school attached to a Japanese university. Although deliberate application of psychological knowledge to self-empowerment has been a central component of counseling programs in the United States, such practice is only now emerging in Japan. This project was operated from two sites: one at the University of Tokyo and other at the University of Georgia. The objective was to help students learn new behaviors through a program of active participation of both mind and body. The groups also served to stimulate students' independence and growth, and provided a place for students and teachers to collaborate and address problems. The program served as a model to show the real world practice of counselors in schools. The class was found useful and interesting to a large proportion of the students. Students also reported that their concentration improved and they were

International Career Development Conference (Seattle, Washington, November 7-11, 2001).
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 142p.; For selected individual papers, see CG 031 357-366.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021), Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Academic Advising; *Career Counseling; *Career Development; Certification; College Students; Educational Objectives; Employment Interviews; Higher Education; Information Networks; Older Workers; Professional Development; Resumes (Personal); Self Efficacy; Spirituality; Student Personnel Workers; Telecommunications

This publication is designed to broaden exposure to the ideas presented at the 2001 International Career Development Conference. It provides authors with an international forum for communicating their current research, proposals, and projects to the international career development community. The articles in this symposium include: (1) "Chaos, Complexity and Cognitive Psychology: New Ways to Look at Career Development" (Cal Crow); (2) "After Trauma: Rebuild a Life through Career Narratives" (Sally D. Gelardin); (3) "Competency-Based Behavioral Interviewing: How To Prepare and Win!" (Steven E. Beasley and Tom Washington); (4) "SkillScan Online: Have Skills, Will Travel" (Lesah Beckhusen); (5) "Career Coaching: The New Methodology for Maximizing Personal Fulfillment and Human Capital" (Marcia Bench); (6) "The Majors Fair: Helping College Students Decide on Majors" (Helene Berg-Kolin, Gretchen Krueger, Cheryl Thomas-Clark, and Brian Finck); (7) "Executive Report: Amazing New Job-Search Tool Gets Ten Times the Response and a Hundred Times the Impact of the Internet-Gutted Resume" (Jack Chapman); (8) "Further Exploration of the Emotional Avenues of Career Change" (Robert C. Chope); (9) "Surviving or Thriving?" (Diane Crist and Becky Durham); (10) "Integrating Psychology and Spirituality during Career Exploration" (Anne Greenblatt and Paul Greenblatt); (11) "Creating Career Kaleidoscopes" (Liz Harris-Tuck and Annette Price); (12) "15 E-Resume Myths: Do's and Don'ts for Preparing and Sending an Electronic Resume" (Susan Ireland); (13) "Leveraging Change for Career Success: A South-East Asian Experience" (Han Kok Kwang); (14) "When Assessments Fail: Using Alternative Approaches to Career Exploration" (Cindy Lewis and Cynthia Sabedra); (15) "Improving Career Self-Efficacy in Emerging Adults with Limited Life Experiences" (Lea Beth Lewis, Monica H. Schneider, and Claire Sham-Choy); (16) "Seniors Are Not Only Hirable, They're Sought After" (Bradley Marston and Tracy Marston); (17) "Determining Return on Investment for Career Development: The Bombardier Aerospace Inc. Experience" (Catherine Mossop); (18) "Career Optimism: Strategies for Reenergizing Workers in Times of Change" (Roberta Neault); (19) "The Cutting Edge for Counselors: Licensure" (Dean Porter); (20) "No Frames, No Boundaries: From Job Box to Niche" (Shirley Porter and Keith Porter); and (21) "Coaching Clients on Career Opportunities in Entertainment and New Media" (Vivian VanLier). (Contains 70 references.) (JDM)

ED 458 483 CG 031 357

Gelardin, Sally
After Trauma: Rebuild a Life through Career Narratives.

particular task being studied, individual differences efforts have yielded differences in eye movements at five levels: (1) stages or phases; (2) differences in the sequential distribution of processing activities; (3) strategy components and strategies; (4) differences in eye movement patterns over time attributable to learning; and (5) flexibility, which occurs when an individual maintains processing efficiency as the demands of a task change. A categorized bibliography of eye movement research in the above areas is provided. (Contains 140 references.) (Author/JDM)

ED 458 506   CG 031 397

Kosten, Paul Andrew
The Dimensional Structure of Early Adolescent Peer Susceptibility.
PUB DATE- 00
NOTE- 111p.; Ph.D. Dissertation, Temple University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Adolescent Development; Adolescents; At Risk Persons; Developmental Psychology; *Early Adolescents; Focus Groups; Measures (Individuals); *Middle School Students; Middle Schools; *Peer Influence; *Peer Relationship; Sex Differences; Validity

The purpose of this paper was to construct, refine, and test a measure of adolescent peer susceptibility. Current conceptualizations of peer susceptibility largely are one dimensional and include at most one or two domains of psychosocial functioning. In addition, most assessments of peer susceptibility are situation- or behavior-specific, thus limiting their generalizability. These problems and concerns seriously limit our understanding of the precise psychosocial mechanisms through which peer relations influence adolescent identity formation. For the present student, adolescent focus groups provided self-generated, open-ended responses to yield an ecologically valid framework for constructing self-report items assessing peer susceptibility. Analysis of the data indicated that peer susceptibility is multidimensional and consists of seven dimensions reflecting conformity self-efficacy; personal control; decision-making skills; self-derogation; social comparison; social confidence; and assertive skills. Multiple group comparisons indicated that males and females differed significantly in the magnitude of the relation between social and cognitive susceptibility. Implications highlight the use of a theoretically guided, psychometrically valid and reliable assessment of peer susceptibility for screening highly vulnerable youth where indicated. Appendixes include: Sample Prompts Used in Focus Groups, Introductory Statement Read to Participants, Adolescent Peer Susceptibility Scale, and Summary of Statistics and Psychometric Properties for Adolescent Peer Susceptibility Items. (Contains 4 appendixes, 2 figures, 9 tables, and 92 references.) (Author/JDM)

ED 458 507   CG 031 398

Mehrotra, Chandra M.
Integrating Teaching and Scholarship in Psychology of Aging.
SPONS. AGENCY- National Inst. on Aging (DHHS/NIH), Bethesda, MD.
PUB DATE- 01
NOTE- 17p.; Poster presented at the Annual Conference of the American Psychological Association (109th, San Francisco, CA, August 24-28, 2001).

(Carolyn Lott). An afterword "Future Directions for Reading in High School" by Leila Christenbury, concludes the book. (Each paper contains references.) (NKA)

ED 458 527 CS 014 486

Ulmer, Constance; Timothy, Mary
How Does Teacher Reflection Affect Teaching Practices? Follow-Up Study.
PUB DATE- 01
NOTE- 26p.; Paper presented at the Annual European Reading Conference (12th, Dublin, Ireland, July 1-4, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Content Analysis; *Educational Change; Elementary Secondary Education; Followup Studies; *Reflective Teaching; *Self Evaluation (Individuals); Teacher Surveys
IDENTIFIERS- Goals 2000; Retelling; *Teacher Change; Teaching Perspectives

Since teachers are the key to educational reform, teacher self-evaluations are critical aspects of change. In an inservice course on teaching reading comprehension through retellings, teachers were asked to examine their practices and reflect on a different method of assessing student comprehension. Focus was on teacher change and fears of change when teachers were asked to use alternative assessment instruments in their classrooms. The study examined the change that occurred in teacher thought and practice as revealed through their reflections and whether they carried over these practices to their classrooms two years later. Participants, 23 classroom teachers from a rural southern community, taught a variety of subjects in kindergarten through high school. During a course on comprehension and retellings they were grouped in the class according to the grade level they taught, asked to collect retelling samples from their students and then write a group reflection report of their findings, as well as a reflection paper using a Teacher/Retelling Observation Sheet as a guideline and individual reflections of the process of using retellings as an assessment tool. Data indicated that 65% of the teachers perceived themselves as changing in their practices, but because of fears, misconceptions, and expectations recorded in their reflections, only 48% actually changed. Two years later, 18 of the original 23 responded to a follow-up survey. Results showed that 100% were using retellings as part of their curriculum. Purposes for using retellings indicated 69% for assessment, 50% for instruction, and 37% for a variety of reasons. (Contains 26 references. Appended are: retelling observation sheet, retellings research chart, follow-up survey, retelling checklist, and content analysis of the follow-up survey.) (NKA)

ED 458 528 CS 014 488

Brady, Kathleen; Phelan, Eileen
Learning through Literacy: Adapting Novels by Roald Dahl for Students in Self-Contained or Inclusive Classrooms. The Professional Growth Series.
PUB DATE- 02
NOTE- 115p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For

standardized tests. The extensive Strategy Bank provides over 20 step-by-step practices, each with three sections: What It Does, How to Do It, and What to Look For. Resources include extensive lists of children's books and sources of books, organized by purpose. Contains approximately 210 references. (NKA)

ED 458 549 CS 014 518

Peterson, Barbara
Literary Pathways: Selecting Books To Support New Readers.
PUB DATE- 01
NOTE- 217p.; Foreword by Charlotte S. Huck.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Beginning Reading; Bibliographies; *Childrens Literature; Elementary Education; Literary Genres; Picture Books; *Readability; *Reading Material Selection; *Recreational Reading
IDENTIFIERS- Response to Literature; Text Factors

This book looks at a broad sweep of books--from "little books" with patterned sentences to small illustrated chapter books. The book integrates discussions of nearly 200 different books, sorted along a gradient of difficulty, beginning with Reading Recovery levels and extending to a framework for evaluating more complex texts, the challenges and supports they provide teachers, and the responses of readers to those books. Along the way, the book answers such questions as: What exactly makes a book easy or difficult for new readers? How do you select the right book for the right child at the right time? and Besides readability levels, what other factors must be considered? Chapters in the book are: (1) Literature, Readers, and Text Complexity--An Inseparable Trio; (2) Understanding Text Complexity in Books for New Readers; (3) Sorting Books along a Gradient of Difficulty: Starting the Conversational Dance; (4) Little Books for Emergent Readers; (5) Small Chapter Books for Transitional Readers; (6) Literary Genres for Proficient Readers; and (7) Extending Literary Pathways. Contains a list of 72 professional references and an extensive bibliography of children's literature. Appended is information on literary partners for extending literary pathways and picture books for emergent readers. (NKA)

ED 458 550 CS 014 519

Riggs, Ernestine G.; Gil-Garcia, Ana
What We Know About: Helping Middle and High School Readers--Teaching and Learning Strategies across the Curriculum.
PUB DATE- 01
NOTE- 80p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Classroom Techniques; High Schools; Inferences; Instructional Effectiveness; *Learning Strategies; Metacognition; Middle Schools; Prior Learning; *Reading

to create literacy exposure in child-care settings and prekindergarten classrooms. It finds that there are states, however, that have set up clear and consistent guidelines and rules regarding early literacy instruction, and there are numerous professional organizations that also are pushing to close the book gap. Chapters in the book highlight trends in children's publishing and the children's book market; detail the study and its results; describe a state (Georgia) that has made excellent progress in early education standards; and give possible solutions for closing the book gap for young children. Appended are the survey questionnaire; state regulations for child care; state-funded prekindergarten regulations (mandated); state-funded prekindergarten guidelines (not mandated); additional state resources (as of October 9, 2001); and an individual county's efforts to address literacy in prekindergarten. (Contains 41 references.) (NKA)

ED 458 570 CS 014 553

Invernizzi, Marcia; Ouellette, Mark
Improving Children's Reading Ability through Volunteer Reading Tutoring Programs. Issue Brief.
PUB DATE- 01
NOTE- 6p.; Running head: "State Strategies for Turning Around Low-Performing Schools."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Early Intervention; Elementary Education; *Partnerships in Education; Program Development; *Reading Improvement; *Reading Instruction; *Tutoring; *Volunteers
IDENTIFIERS- Committee for Economic Development; *Tutor Role

Governors and other state policymakers are turning to volunteer reading tutoring programs to improve children's reading ability. The Committee for Economic Development, a nonpartisan organization of business leaders and educators, reports a steady rise in the number of businesses that are volunteering personnel to participate in business-school partnerships across the nation. Quality volunteer tutoring reading programs work. Research shows that children participating in these programs achieve academic gains and increase their self- confidence. Quality programs have four elements: (1) training for volunteers; (2) assessment-based instruction; (3) structured reading sessions; and (4) an onsite coordinator. Governors concerned about improving literacy skills in all children may want to consider the following: encouraging the development of research-proven volunteer programs; including the four principles mentioned above; and focusing on early intervention. Research from the National Institute of Child Health and Human Development found that early intervention can reduce the percentage of children with reading deficits from the current 20% to 25% to 5% or fewer. (NKA)

ED 458 571 CS 014 554

Torgesen, Joseph
Improving Early Literacy Skills To Reduce Special Education Referrals. Issue Brief.
PUB DATE- 01
NOTE- 7p.; Edited by Mark Ouellette of the National Governors' Association Center for Best Practices.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

writing; modeled writing; and language play. The book concludes with reflections on the increasing diversity of students in classrooms and how to accommodate that diversity. Interspersed throughout the book are classroom vignettes, sample activities, and points to consider when designing instruction for the kindergarten classroom. (Contains an extensive reference list and 28 children's book references.) (NKA)

ED 458 591 CS 217 699

Zarnowski, Myra, Ed.; Kerper, Richard M., Ed.; Jensen, Julie M., Ed.
The Best in Children's Nonfiction: Reading, Writing, & Teaching Orbis Pictus Award Books.
PUB DATE- 01
NOTE- 175p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Annotated Bibliographies; *Authors; *Childrens Literature; *Classroom Techniques; Elementary Education; Evaluation Criteria; *Nonfiction; Reading Interests; *Reading Material Selection
IDENTIFIERS- *Honor Books; National Council of Teachers of English; *Orbis Pictus Award; Trade Books

This book offers readers both a glimpse into the world of children's nonfiction and practical tips on teaching these texts in the classroom. The book looks at the first 10 years of the National Council of Teachers of English's award for excellence in children's nonfiction. In the first section of the book, Orbis Pictus Awards Committee members discuss the issues they consider as they select each year's winner, honor books, and recommended titles. Articles in this section are: (1) "The Quality of Prose in Orbis Pictus Award Books" (J. M. Jensen); (2) "Intermingling Fact and Fiction" (M. Zarnowski); (3) "Nonfiction Book Design in a Digital Age" (R. M. Kerper); (4) "Acknowledging, Citing, Going Beyond: Issues of Documentation in Nonfiction Literature" (K. P. Smith); and (5) "Significance of Topics of Orbis Pictus Award-Winning Books" (E. M. Aoki). In the middle section, writers--and Orbis winners or honorees--reflect on their work during the 1990s. These articles are: (6) "A Wish for a New Century" (D. Swanson); (7) "Lessons Learned from a Butterfly" (L. Pringle); (8) "Presidents, Plagues, and a Pilot: My Writing Life in the 1990s" (J. C. Giblin); (9) "Outside the Box" (P. Lauber); (10) "Writing in the '90s" (R. Blumberg); (11) "A World of Difference" (J. O. Dewey); (12) "One World, Many Religions" (M. P. Osborne); (13) "Nonfiction, 1999" (J. Fritz); and (14) "Serendipity, Detective Work, and Worry: One Nonfiction Writer's Journey through the '90s" (J. Murphy). The book concludes with an annotated list of Orbis Pictus winners and honor books from 1989 to 2000, including teaching suggestions for classroom use. (NKA)

ED 458 592 CS 217 704

DeWitt, Scott Lloyd
Writing Inventions: Identities, Technologies, Pedagogies.
SPONS. AGENCY- Illinois State Univ., Normal.
PUB DATE- 01
NOTE- 287p.; Sponsored by Illinois State University's Department of English, The Ohio State University at Marion's Small Grant Program, and the Ameritech Faculty Fellowship of The Ohio State University.

Millard, Thomas L.
Moving beyond the Rhetoric: Developing Writing Competency for Global Changes in Higher Education.
PUB DATE- 97
NOTE- 22p.; Paper presented at the International Conference of the International Council for Innovation in Higher Education (15th, Kobe, Japan, November 2-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Critical Thinking; Educational Change; Global Approach; *Higher Education; *Student Motivation; *Thinking Skills; *Writing Assignments; *Writing Skills
IDENTIFIERS- Writing Contexts

This paper is a "how-to" paper for promoting writing and critical thinking skills. Intended to be practical in providing timely and helpful strategies for fostering analytical thinking and effective writing among college students, the paper is offered as a useful resource for classroom instructors seeking fresh new ideas and approaches for motivating and promoting excellence in student performance. While the paper may give the appearance of a response to current criticisms of higher education for its (alleged) failure to produce graduates who can write coherent sentences or who are seemingly ill-equipped for the workplace, it had its beginnings in the 1970s and thus predates current concerns. Since traditionally assigned topics or themes for writing assignments were insufficient to engage student interest in creative thinking and writing, a different approach for writing assignments was prescribed--students were to write essays and not research-focused papers. Embedded in this approach were the following broad objectives and goals: (1) enhancing students' awareness of writing; (2) encouraging them to write "term papers" for refereed professional journals; and (3) making such efforts a single educative experience they could appreciate as enjoyable and/or rewarding. A number of factors contributed to the success of the program over the years, and one that stands out is that students find credibility in a writer's efforts when they know that he or she has been published. (Contains 11 references.) (NKA)

ED 458 612 CS 217 735

Feiler, Anthony; Webster, Alec
Teacher Predictions of Young Children's Literacy Success or Failure in Four Primary Schools.
PUB DATE- 97
NOTE- 18p.; Paper presented at the Annual Meeting of the British Educational Research Association (York, England, September 11-14, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Decision Making; Elementary Education; Elementary School Teachers; Foreign Countries; *Reading Achievement; Self Fulfilling Prophecies; *Socioeconomic Status; *Student Evaluation; *Teacher Expectations of Students; *Teacher Influence

Research into professional decisionmaking indicates that judgments tend not to be made on a rational, systematic basis, but are often formed rapidly and intuitively, from a limited set of cues. This study addresses the issue of if and how

Child's Developing Self-Concept.
PUB DATE- 00
NOTE- 27p.; Paper presented at the Annual Meeting of the Australian Institute of Family Studies Conference (7th, Sydney, Australia, July 24-26, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Development; *Child Rearing; Cognitive Processes; Communication Research; Feedback; Foreign Countries; *Parent Child Relationship; *Self Concept
IDENTIFIERS- Australia; Baumrind (Diana); Bronfenbrenner (Urie); Child Rearing Study; Communication Strategies; *Family Communication; *Parenting Styles; Vygotsky (Lev S)

In Australia, an exploratory study was grounded in U. Bronfenbrenner's ecological perspective of human development and his principles of reciprocity, affective tone, and developmental opportunity and developmental risk. It used D. Baumrind's (1979) work on child rearing styles (authoritarian, authoritative, and permissive) to explore the effect of the different styles on parent-child communication, in particular, the use of the phrase "How many times have I told you..." The purpose of this was to understand how children learn, while adopting a Vygotskian perspective of cognitive development, utilizing his concepts of "guidance," "social dialogues," and "internalization." Vygotsky, like Bronfenbrenner, emphasized the importance of language to the development of higher intellectual processes. The research question involved the parental perception of the intent of the target phrase, their perception of the effect of the target phrase on the child's developing self-concept, and the level of parental understanding of the term "self-concept." Participants were nine mothers and nine fathers, one participant per family with a child aged four to five. Data analysis revealed that the parents generally viewed the parent as teacher and the child as learner, but they lacked understanding as to how a child learns. The second concern raised was the parents' confusion regarding the way adults communicate with young children--do parents realize the seriousness of negative feedback on the young child's development? When parents were asked about their understanding of what self-concept meant, 56% provided an appropriate definition, but only 33% gave both an appropriate definition of the term and the approximate age by which self-concept is mostly developed. (Contains 63 references. Child rearing styles storyboards are appended.) (NKA)

ED 458 632 CS 510 643

Bickham, Tracy; Burns, Patti; Monahan, Dorothy
Emphasis Placed on Current Assessment Procedures Affects the Way Teachers Teach.
PUB DATE- 01
NOTE- 43p.; Master of Arts Action Research Project, Saint Xavier University and SkyLight Professional Development Field-Based Master's Program..
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Action Research; Elementary Education; Grade 3; Grade 5; Standardized Tests; Student Attitudes; *Student Evaluation; Teacher Attitudes; *Test Use; *Testing

This report describes research on current assessment procedures affecting educational instruction. The targeted population

This report reviews and summarizes the findings of a research and development project investigating effective pedagogy using Information and Communications Technology (ICT) in literacy and numeracy in primary schools in Great Britain. It also provides information about the main stages of the research process and the model of teaching and learning underpinning the team's approach to supporting and investigating teachers' development, and it provides illustrations of effective practice rich enough to encompass the complexity of the choices teachers have made in deciding when, when not and how to use ICT to strengthen their teaching in literacy and numeracy. Included in the report are a number of examples illustrating effective use of ICT by teachers. After a summary and an outline description of the project, the report presents 12 illustrations showing how teachers in the project used ICT to support their teaching of literacy and numeracy; these illustrations are the main outcomes from the development work and its analysis. (Contains 12 tables and figures of data. Appendixes contain survey results, existing research and publications about ICT, a brief review of research on effective pedagogy, some relationships between teachers' thinking and observed behavior, the range of schools in the development phase, gains in pupils' attainment during the development work, and a 15-item list of related Web sites.) (RS)

ED 458 653 CS 510 666

Weiss, Jen; Herndon, Scott
Brave New Voices: The YOUTH SPEAKS Guide to Teaching Spoken Word Poetry.
PUB DATE- 01
NOTE- 120p.; Foreword by Tracie Morris.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Creative Writing; *English Instruction; High Schools; Instructional Effectiveness; Middle Schools; *Oral Interpretation; *Poetry; Student Writing Models
IDENTIFIERS- *Authorship; Expressive Writing; Learning Environment; Poetic Forms; *Poetry Workshops

Over the last few years, YOUTH SPEAKS after-school poetry workshops have helped turn hundreds of student writers into poets. Intended to be a resource for teachers who wish to transform their poetry lessons into a dynamic learning environment, this book focuses on some of the secrets of the success of YOUTH SPEAKS. Utilizing student examples from their spoken word poetry workshops, the book's author/educators present their methods and outline a practical 5-week course that fosters poetic awareness by focusing on writing, self-reflection, and performance. Designed specifically for middle and high school English classrooms, the book offers teachers an overview of spoken word poetry and explores the relationship between poetic forms, youth expression, and performance. It provides teachers with a "how-to" guide to staging a teen poetry slam, enabling students to unlock their poetic passion in front of their peers. For teachers, the book suggests a way to liberate poetry from textbooks by tapping the poetic potential within the next generation. (Contains a glossary of relevant terms and 22 references.) (NKA)

ED 458 654 CS 510 667

goals, community collaborations to assist systemic reform, and problems in pedagogy associated with school reform. An important accomplishment of the movement included collaborative partnerships among the corporate community, higher educational community, political agencies, and parents. Unfortunately, reform leaders threatened drastic consequences for comprehensive failure--an action that traumatized teachers, children, and parents. Education research was also adversely affected in that well-intentioned reform efforts were based on politics and uninformed social advocates instead of research-based investigations and results. The Pasadena College of Teachers is an example of educational collaboration where teacher members were selected from different school levels to modify principles and practices of instructional delivery within the Pasadena School District. Educators took responsibility for their professional growth and influenced instructional policy by collaborating with administrators, the union, and university faculty. Results are promising in that teachers have improved their quality of professionalism and grant funding has been obtained. It is recommended that the educational sciences, and principles and practices of educational research, be inserted into every school-change agenda to prevent tinkering by well-intentioned but uninformed social advocates. (Contains 25 endnotes.) (RT)

ED 458 675 EA 031 385

Ediger, Marlow
Assessing For Profit Schools.
PUB DATE- 01
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; Charter Schools; Corporate Education; Distance Education; Elementary Secondary Education; *Evaluation; Magnet Schools; *Nontraditional Education; Private Sector; *Proprietary Schools; School Choice; School Effectiveness

For-profit schools are serviced by commercial companies whose primary goal is to raise student achievement to a designated level within a period specified by contract. Different school systems are discussed along with their positive and negative points. Questions related to possible issues are presented in each case for consideration. Reasons for using commercial companies in the educational arena are that they advocate providing a good education with less costly operations, they emphasize the free-enterprise system of economics where parents can choose their children's schools from among alternatives, they stress the importance of freedom to choose as is true in a democracy, they believe freedom of choice should be applied to the school-attendance arena, and they accept the idea that the economic and educational arenas have much in common, which is to optimize profit in business and in academic achievement of students. Disadvantages in using for-profit schools are that they emphasize the profit motive, they tend to cut down on teachers and support personnel to minimize overhead costs, and they pinpoint "failing schools" as a place of intervention. Questions are presented for consideration about the economic motives in teaching for profit purposes. (RT)

ED 458 676 EA 031 386

achievement as evidenced by district ratings, and (b) selected school district financial and demographic factors. It also asks whether pupil-teacher ratios, instructional expenditures, and socioeconomic status are consistently and significantly related to student achievement. To answer these questions, researchers chose a random sample of school districts in each of the three district rating categories of exemplary, recognized, and academically acceptable. The findings show that superintendents were male by a ratio of six to one. More than 63 percent of the exemplary school districts contained high schools with an enrollment of 169 students or less. As regards leadership style, perceived leadership did not vary among exemplary, recognized, and acceptable school districts. However, districts with large populations of economically disadvantaged students did succeed when the school district had strong and purposeful leadership. The data suggest a need for superintendents to understand and act on racial inequities, focus on nonnative students and multicultural populations, and deal with the consequences of societal problems, rather than budgeting, finance, and legal issues. (Contains 27 references.) (RJM)

ED 458 694 EA 031 407

Lee, Valerie E.; Burkam, David T.
Dropping out of High School: The Role of School Organization and Structure.
SPONS. AGENCY- Harvard Civil Rights Project, Cambridge, MA.; Achieve, Inc., Washington, DC.
PUB DATE- 01
NOTE- 44p.; Paper presented at the conference "Dropouts in America: How Severe is the Problem? What Do We Know about Intervention and Prevention?" Harvard Graduate School of Education (Cambridge, MA, January 13, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Persistence; Curriculum; *Dropouts; Educational Environment; High Schools; *Potential Dropouts; *School Organization; Systems Approach

This paper explores how high schools, through their structures and organizations, may influence their students' decisions about whether to stay in school until graduation or drop out. Traditional explanations for dropout behavior have focused on individual students' social background and academic behaviors. What high schools do to push out or hold onto their student has been systematically ignored. Using a sample of 3,840 students in 190 urban and suburban high schools from the High School Effectiveness Supplement (HSES) of the NELS:88 study, researchers used hierarchical linear-modeling methods to examine school effects on dropping out, once students' academic and social background had been taken into account. Findings center on three features of secondary schools: curriculum, school size, and social relations. In schools whose curricula are composed mainly of academic courses, with few nonacademic courses, students are less likely to drop out. Similarly, students in schools enrolling fewer than 1,500 students more often stay in school until graduation. Most importantly, students are less likely to drop out of high schools where relationships between teachers and students are consistently positive. The impact of positive teacher-student relations, however, is contingent upon the organizational and structural characteristics of high schools. (Contains 39 references.) (Author/RJM) from their mistakes, and where they treat one another respectfully. An article by Anne Turnbaugh Lockwood entails an interview with Harvard professor and violence-prevention expert, Deborah Prothrow-Stith, who shows how violence is also a major health issue for today's young people. A special insert entitled "Violence Prevention/Reduction Resources" provides a range of Web sites and resource links found on the World Wide Web that offers guidance to what schools, communities, teachers, parents, and kids can do together regarding violence prevention. (Contains 17 references.) (DFR)

ED 458 714 EA 031 432

Accountability.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC.
PUB DATE- 99
NOTE- 34p.; Theme issue. Published biannually.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Academic Achievement; *Accountability; American Indians; *Competency Based Education; Educational Change; Elementary Secondary Education; Evaluation; *Hispanic Americans; *Limited English Speaking; Performance Factors; Public Schools; *Student Improvement; *Tribally Controlled Education

Controversy surrounding the accountability movement is related to how the movement began in response to dissatisfaction with public schools. Opponents see it as one-sided, somewhat mean-spirited, and a threat to the professional status of teachers. Supporters argue that all other spheres of the workplace have accountability systems and that the problem with public schooling is its failure to be accountable to anyone for its products. Neither position, taken to the extreme, seems true nor very productive. As Andrew Porter notes in the opening interview, accountability systems cannot be one-sided. They must include multiple and reciprocal expectations among all the actors and stakeholders. What happens when an entire school or school system is deemed a failure at its task? Kent Peterson's contribution points out how school reconstitution must proceed carefully and thoughtfully if it is to work. Carole Anne Heart's piece tells the true story of how a group of American Indian parents became active advocates for improving their children's inadequate schooling. Anne Turnbaugh Lockwood's case study of an entire school district's transformation shows how intelligent, carefully planned reform can succeed when tailored to the needs of a district's student population. The issue contains a planning tool for school staff to guide leaders as they plan an accountability strategy. (Contains 13 references.) (DFR)

ED 458 715 EA 031 433

Charter Schools.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC.
PUB DATE- 00
NOTE- 24p.; Theme issue. Published biannually.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Academic Achievement; *Accountability; Administrative Organization; *Charter Schools; Economic

students with disabilities. A CD-ROM is included. (Contains 113 references.) (CR)

ED 458 734 EC 308 680

Publishing Accessible Materials on the Web and CD-ROM.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 01
NOTE- 10p.; Produced with Brenda Raymond.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accessibility (for Disabled); Adults; Children; Computer Graphics; Computer Software; *Disabilities; *Information Dissemination; *Optical Data Disks; Program Design; *Screen Design (Computers); *World Wide Web

While it is generally simple to make electronic content accessible, it is also easy inadvertently to make it inaccessible. This guide covers the many formats of electronic documents and points out what to keep in mind and what procedures to follow to make documents accessible to all when disseminating information via the World Wide Web and on CD-ROM. Specifically, the guide addresses: (1) the advantages of Web and CD-ROM technology for making information accessible to individuals with disabilities; (2) making HyperText Markup Language (HTML) pages accessible; (3) organizing and presenting information; (4) linking pages on other World Wide Web sites and within the same site; (5) deciding whether to have one Web page or multiple Web pages and the advantages and disadvantages; and (6) document formats including software specific document formats and electronic document formats, such as portable document formats and HTML. A list of 11 resources addressing accessibility is included. (CR)

ED 458 735 EC 308 681

Beckman, Pat
Access to the General Education Curriculum for Students with Disabilities. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.; Digest E615.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Standards; *Access to Education; Accountability; Attitude Change; *Curriculum; *Disabilities; Educational Change; *Educational Principles; Elementary Secondary Education; *Inclusive Schools; Regular and Special Education Relationship; Teacher Collaboration; Teaching Methods
IDENTIFIERS- ERIC Digests

This digest discusses strategies for providing students with disabilities with access to the general education curriculum. It begins by presenting educational principles that need to be accepted to ensure successful student access, including: (1) responsibility for learning outcomes of special education students should be equally shared by the classroom teacher and state reaction to a recent court decision in Delaware on the use of lay advocates and the availability of representation for parents of students with disabilities in due process hearings. The Delaware Supreme Court found in 1999 that lay advocates representing parents at due process hearings were guilty of practicing law without a license. Data from the survey indicate states do not gather formal information about the availability and use of attorneys or non-attorney advocates to assist parents in due process hearings. Many respondents expressed difficulty in answering survey items because data on parent representation at hearings are not compiled. Survey results on state practices related to the involvement of lay advocates in due process hearings do reveal that their use varies from state to state. Only 6 states indicated that there was an insufficient number of attorneys available for parents, regardless of cost, in more than 60 percent of their state, while 15 states indicated that over 60 percent of their state lacked sufficient reduced cost or free attorney services. Very few states indicated that they had taken any specific action in response to the Delaware decision. (CR)

ED 458 754 EC 308 701

Sorenson, Barbara R., Comp.
Readings about Children and Youth with Learning Disabilities. ERIC Mini-Bib.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.; Mini-Bib #EB10.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- Academic Accommodations (Disabilities); Adults; Attention Deficit Disorders; *Child Rearing; Classroom Techniques; College Students; Elementary Secondary Education; Employment; Family Environment; Federal Legislation; Higher Education; *Learning Disabilities; Preschool Education; *Printed Materials; *Resource Materials; Self Esteem; *Teaching Methods; Videotape Recordings

This short bibliography summarizes printed resources and videotapes relating to children and youth with learning disabilities. Seventeen books are listed that address: (1) career planning; (2) common learning disabilities and coping with learning disabilities; (3) teaching adolescents with learning disabilities; (4) child rearing; (5) learning disabilities and employment; (6) teaching strategies; (7) the Individuals with Disabilities Education Act; (8) central auditory processing disorders; (9) classroom techniques; (10) tips for academic success in college for students with learning disabilities and attention deficit disorders; (11) imprisoned intelligence; (12) adults with learning disabilities; (13) treating learning disabilities and the family environment; (14) modifications and accommodations for students with learning disabilities at home and at school; (15) assessment of learning disabilities and misdiagnosis; (16) college for people with learning disabilities and attention deficit disorders; and (17) nonverbal learning disorders. Six videotape companies are listed that have videotapes that address dyslexia, youth with learning disabilities, the college application process, self esteem, social skills, successful adults achieving with learning disabilities, and learning abilities. (CR) lesson includes objectives, assignments, and a summary. The entire set of Web pages is presented as a guide for future reference. (CR)

ED 458 773 EC 308 726

Grant, Sharon H.; Van Acker, Richard

The Challenges of Gangs and Youth Violence in the Schools. Fourth CCBD Mini-Library Series: Addressing the Diverse Needs of Children and Youth with Emotional/Behavioral Disorders--Programs That Work.

PUB DATE- 02

NOTE- 54p.; Lyndal M. Bullock and Robert A. Gable, Series Editors.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- Aggression; *Behavior Disorders; *Delinquency; Grouping (Instructional Purposes); *Intervention; *Prevention; Program Effectiveness; Secondary Education; Self Evaluation (Groups); Theory Practice Relationship; *Validated Programs; *Violence

IDENTIFIERS- Functional Behavioral Assessment; *Gangs

Review of the current knowledge concerning youth violence and gang behavior considers risk factors for violence and gang formation, functions served by violence and gang membership, and strategies that have been empirically validated to be either beneficial or ineffective. Following an introductory chapter, the first chapter looks at the nature of aggression, including risk factors associated with aggression and violence, the function of violence, and peer association and the development of violence and aggression. The following chapter focuses on youth gangs including reasons for gang memberships and why schools cannot combat violence and gang activity alone. A self-study to help schools identify needs and resources is included. Next, prevention and intervention programs are addressed with emphasis on empirically validated or promising programs. The role of functional assessment of behavior and the student is then considered, followed by some cautionary notes concerning grouping high-risk students together for intervention, use of highly punitive consequences for behavior, and employing gang members or ex-gang members to deter gang affiliation. (Contains approximately 75 references.) (DB)

ED 458 774 EC 308 727

Peterson, Reece L.; Smith, Carl R.

Dealing with Behaviors Perceived as Unacceptable in Schools: The Interim Alternative Educational Setting Solution. Fourth CCBD Mini-Library Series: Addressing the Diverse Needs of Children and Youth with Emotional/Behavioral Disorders--Programs That Work.

PUB DATE- 02

NOTE- 40p.; Lyndal M. Bullock and Robert A. Gable, Series Editors.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- *Behavior Problems; *Compliance (Legal); Decision Making; Definitions; *Disabilities; *Discipline; Educational Legislation; Elementary Secondary Education; Expulsion; Nontraditional Education; *Student Placement; Suspension nature, that does not need to take into account the real world (Chomsky); or (2) the sharing perspective of language, one that does take into consideration the link between shared signs and shared concepts present in daily life. Another way to put it: Do we want our students to be able to communicate with others (sharing), or simply to manipulate words (system). Each word has a meaning (system), but also a sense and way that it is used that is important for communication (sharing). Furthermore, words are rarely if ever wholly synonymous; the most that can be claimed is that they have varying degrees of congruence. Six third-year Japanese high school students made up the study group for this paper. Six pairs of target synonymic pairs (words) in English were chosen for the experiment. The investigation was framed into five distinct stages. In each stage the students investigated the meaning/sense of the word using different methods, beginning with the dictionary and moving on to more complicated exercises, including the use of concordances. It is concluded that this series of exercises succeeds in allowing students to discover and learn the different nuances of words needed for successful second language learning. Five appendices with the exercises used in this study are included. (Contains 28 references.) (KFT)

ED 458 796 FL 026 945

Frank, Russell Alan
Repositioned Lives: Language, Ethnicity, and Narrative Identity among Chinese-Vietnamese Community College Students in Los Angeles' San Gabriel Valley.
PUB DATE- 00
NOTE- 421p.; Doctoral Dissertation, University of California-Los Angeles.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Asian Americans; *Chinese; Community Colleges; Cultural Background; *Cultural Education; Cultural Influences; Ethnic Groups; Immigrants; Limited English Speaking; *Multilingualism; Vietnamese; *Vietnamese People
IDENTIFIERS- *California; Identity Formation

Chinese speakers from Vietnam are a distinctive but hidden ethnolinguistic minority group in the San Gabriel Valley region of Los Angeles. Many variables present barriers to their full participation in society from both the values and norms of dominant American society and non-Chinese co-nationals from Vietnam as well as higher status co-ethnics from Hong Kong and Taiwan. In order to understand how Chinese-Vietnamese community college students form identities and adapt to the social context of the San Gabriel Valley, this dissertation looks at the relationships among language, ethnic identity, and education on 2 levels: the extent of multilingualism among Chinese speakers from Vietnam; and the meanings that Chinese-Vietnamese participants give to multilingualism is recorded through an analysis of narratives elicited through recorded, in-depth, semi-structured interviews. Results of the survey suggest that Chinese-Vietnamese participants tend to cluster in areas of higher concentrations of other ethnic Chinese and have a range of Chinese-Vietnamese ethnolinguistic identities related to geographical origin in Vietnam and to the socioeconomic backgrounds of their parents. Some attempt to strengthen their Chinese identities through the acquisition of Cantonese language skills, but the confluence of ethnicity,

English to Speakers of Other Languages (TESOL) (St. Louis, MO, February 27-March 3, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Mediated Communication; Computer Uses in Education; *Dialog Journals; *Electronic Mail; Elementary Secondary Education; Second Language Instruction; Second Language Learning; *Spanish; Student Participation; *Writing Skills; Written Language

The interest in the effects of computer-mediated communication on language learning has increased in recent years. It is asserted by proponents that use of e-mail in second language learning promotes more effective discourse management, the use of more foreign language functions, and greater levels of student participation. E-mail puts learners in a position of greater control over their own learning because they determine the quality, level, and amount of participation--all of which is conducive to enhanced language acquisition. This study explores the significance of the overall effect of using e-mail in the quantity and accuracy of Spanish written language generated by e-mail dialogue journals compared to the paper-and-pencil version of the technique. The study also compared the first message with the last message in the course. It was found that neither the e-mail group nor the pen-and-pencil group improved accuracy or vocabulary use more than the other. Therefore, there is no evidence that use of e-mail over the more traditional pen-and-pencil technique has any advantages in terms of student performance. An appendix is attached with excerpts from students responses. (Contains 16 references.) (KFT)

ED 458 818 FL 026 974

Ostler, Nicholas, Ed.; Rudes, Blair, Ed.
Endangered Languages and Literacy. Proceedings of the Fourth FEL Conference (Charlotte, North Carolina, September 21-24, 2000).
PUB DATE- 00
NOTE- 145p.; For the proceedings of the third conference, see ED 438 714.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- American Indians; Applied Linguistics; Dialects; Foreign Countries; Indigenous Populations; Language Attitudes; Language Maintenance; Lexicography; *Literacy; Native Speakers; Oral Language; Second Language Instruction; *Second Language Learning; *Uncommonly Taught Languages
IDENTIFIERS- Catawba (Tribe); *Endangered Languages; *Gascon; Guatemala; Mexico; Nicaragua; *Orthography; Peru; Taiwan; Tarahumara (Tribe); Vietnam

Papers for the fourth Foundation for Endangered Languages (FEL) Conference include the following: "Endangered languages and Literacy" (Nicholas Ostler, Blair Rudes); "Keynote Address: On Native Language Literacy: a Personal Perspective" (Ofelia Zepeda); "A Community's Solution to Some Literacy Problems: The Mayangna of Nicaragua" (Elena Benedicto); "Pathway to an Acceptable Orthography" (Francene Patterson); "Technology, Literacy, and Orality: The Case of Coeur d'Alene Language" (Gary Sobbing, Audra Vincent); "Building a Frame for Our Past: Contemporary Guatemalan Mayan Literature" (R. McKenna Brown); "The Future of Koho: Mon-Khmer Language of Vietnam" (Neil H. Olsen); "The Applied Linguist in Indian Country: Preservation

NOTE- 85p.; For the Advanced Level document, see FL 801 479.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; *English (Second Language); *Environmental Education; Hmong; Immigrants; *Literacy; Multicultural Education; Russian; Second Language Instruction; Second Language Learning; Serbocroatian; Somali; Spanish; Teaching Guides; Uncommonly Taught Languages; Vietnamese

This intermediate level teaching guide, answer key, and English-as-a-Second-Language (ESL) textbook package provides nine career and personal profiles of immigrants to the United States from a variety of countries presently working in the field of environmental protection and regulation. A glossary translates numerous more specialized, environment-related vocabulary into six languages other than English, including Russian, Hmong, Serbocroatian, Somali, Vietnamese, and Spanish. (KFT)

ED 458 841 FL 801 479

LaRue, Charles; LaRue, Pamela
Newcomers and the Environment: ESL Textbook with Teaching Guide--Answer Key and ESL Textbook. Advanced Level.
SPONS. AGENCY- Minnesota State Office of Environmental Assistance, St. Paul.
PUB DATE- 01
NOTE- 138p.; For Intermediate Level document, see FL 801 478.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; *English (Second Language); *Environmental Education; Hmong; Immigrants; *Literacy; Multicultural Education; Russian; Second Language Instruction; Second Language Learning; Serbocroatian; Somali; Spanish; Teaching Guides; Vietnamese

This advanced level teaching guide, answer key, and English-as-a-Second-Language (ESL) textbook package, provides nine career and personal profiles of immigrants to the United States from a variety of countries presently working in the field of environmental protection and regulation. A glossary translates numerous more specialized, environment-related vocabulary into six languages other than English, including Russian, Hmong, Serbocroatian, Somali, Vietnamese, and Spanish. (KFT)

ED 458 842 FL 801 480

Gleason, Jane; Frakes, Janet
Teaching Latinos Everyday Language Skills. Instructor and Student Workbook.
PUB DATE- 00
NOTE- 368p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; *English (Second Language); Grammar; *Hispanic Americans; Immigrants; Lesson Plans; Limited English Speaking; Literacy; Parent Child Relationship; Reading; Second Language Instruction; Second Language Learning; *Spanish Speaking; Speech Skills; Vocabulary

Employment Patterns; Ethnic Distribution; Females; Higher Education; Labor Needs; National Surveys; Needs Assessment; Public Schools; Racial Distribution; Secondary Education; Tables (Data); *Teacher Characteristics; *Teacher Education; Teacher Placement; *Teacher Qualifications; Teacher Shortage; *Teacher Supply and Demand; Trend Analysis; *Vocational Education Teachers; Womens Education

A census of the field of public school agricultural education was conducted to characterize the supply and demand for teachers of agricultural education in 1996-1998 nationally, regionally, and by state. Data were collected through surveys mailed to the head teacher educators in each agricultural education department with a program for specific preparation of teachers of agriculture at institutions of higher education in the United States and to the individuals in charge of agricultural education at each state department of education. The following were among the main findings: (1) the profession has remained stable and is growing slowly in terms of numbers of teaching positions; (2) although teacher education programs are qualifying adequate numbers of potential new teachers, a de facto shortage of agricultural education teachers still exists; (3) improvements are needed in systems for advising potential new teachers about available teaching positions; (4) despite progress in the area of diversity, efforts are still needed to increase the representation of women and ethnic minorities in the profession; and (5) major efforts are needed to expand the capability of teacher education programs to prepare teachers of agriculture. (Sixteen tables/figures are included. The bibliography lists 16 references. A news release and fact sheet are appended.) (MN)

ED 458 359 CE 081 283

Allen, Ann; Kielbaso, Gloria; Dirkx, John M.
The Internship Experience: Linking the University to the Workplace.
PUB DATE- 99
NOTE- 20p.; Study commissioned by the Michigan Economic Development Corporation.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; Change Strategies; Cooperative Education; Coordination; Data Collection; Databases; *Delivery Systems; *Education Work Relationship; Educational Change; Educational Opportunities; Enrollment; Experiential Learning; Higher Education; Information Dissemination; Information Needs; Information Networks; *Internship Programs; Needs Assessment; On the Job Training; Program Design; Program Implementation; Public Schools; *School Business Relationship; State Programs; State Surveys; Statewide Planning; Student Placement; Systems Approach; *Universities; Work Experience Programs; World Wide Web
IDENTIFIERS- *Michigan; *Work Based Learning

The internships and cooperative education experiences offered at Michigan's 15 public universities were examined. The study focused on the following items: the organization of internships and cooperative education experiences on university campuses; ways employers and students access such work-based learning opportunities; the numbers of students who engage in these experiences; and the issues that employers, students, and university personnel face in filling work-based learning positions. Four broad categories of organizational patterns for

Policies and Pedagogies for Lifelong Literacy: International Perspectives for the 21st Century. Project No. 2, 2000 Report.
SPONS. AGENCY- Australian Dept. of Employment, Education, Training and Youth Affairs, Canberra.
PUB DATE- 01
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Case Studies; Developed Nations; *Educational Change; *Educational Innovation; Educational Research; Family Literacy; Foreign Countries; Global Approach; Independent Study; *Lifelong Learning; Literacy Education; Numeracy; Technological Advancement
IDENTIFIERS- *Australia; Organisation for Economic Cooperation Development; Spain; Study Circles; Sweden; United Kingdom; United States

This report presents findings from a review of international trends in adult literacy and numeracy to identify innovative programs of interest to Australia. Section 1 offers definitions of literacy. Section 2 outlines the international context. Section 3 has case studies of innovative approaches in four Organization for Economic Cooperation and Development countries. The United Kingdom case study highlights the government's commitment to addressing challenges facing the country to remain competitive in a globalized economy and the Learning Age program. The United States case study details reforms needed to increase literacy levels and lifelong learning skills and provides data on provision that uses the family as an important part of the education process. The Sweden case study illustrates how a long tradition of popularly based education for adults has resulted in a learning culture with 80 percent of the population participating in some form of further education. Of particular interest are study circles in adult education. The Spain case study describes Dialogic Literacy Circles, self-directed group learning. Section 4 explores lessons and these challenges for Australia: a policy for lifelong learning; pedagogies for lifelong learning; lifelong literacy for learning; adult literacy; dialogic practice; new technologies and online learning; and family and community learning. Section 5 recommends future directions for Australia in policy, pedagogy, research, and resources. (Contains 62 references and 26 Web sites.) (YLB)

ED 458 375 CE 082 455

Davis, Janelle; Searle, Jean
Seeding Literacy: Adult Educators Research Their Practice.
SPONS. AGENCY- Adult, Community, and Further Education Board, Melbourne (Australia).
PUB DATE- 01
NOTE- 111p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Research/Technical (143)
DESCRIPTORS- Action Research; Adult Education; Adult Educators; Culturally Relevant Education; Developed Nations; Disadvantaged; Distance Education; Educational Research; English (Second Language); Females; Foreign Countries; High School Equivalency Programs; *Independent Study; *Literacy Education; Refugees; Special Needs Students; *Teacher

program components. Now that the initial stages of program implementation have been completed, the sites are working to strengthen case management and better integrate the three program components, as well as to improve coordination between Jobs-Plus and the welfare and workforce development systems. The lessons derived from the Jobs-Plus demonstrations should foster a deeper appreciation of the challenges involved in creating a comprehensive employment initiative targeted at public housing residents and offer guidance on how to achieve high levels of employment. (KC)

ED 458 391 CE 082 537

McCoy, Kimberly
Buying a Car: Using On-Line Tools. Technology Update.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Career-Technical and Adult Education.; National Inst. for Literacy, Washington, DC.
PUB DATE- 01
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Education; *Computer Assisted Instruction; Computer Uses in Education; *Decision Making Skills; Educational Technology; Insurance; *Learning Activities; Lesson Plans; *Money Management; *Purchasing; Resources; Selection Tools; Teaching Methods; *World Wide Web
IDENTIFIERS- *Automobiles; Equipped for the Future

This lesson plan was created to assist learners in adult basic and literacy education programs with the car-buying process. The goal for the lesson is to "effectively use the Internet to research necessary items before purchasing a car." These nine learning objectives are set: (1) determine what kind of car is needed; (2) determine how much one can afford; (3) decide the trade-in or resale value of a used car; (4) decide whether to purchase a new or used car; (5) decide whether to buy or lease a car; (6) find the best financing available; (7) locate information in order to negotiate the best deal on a car; (8) understand various terms and definitions used in the car industry; and (9) obtain a current copy of a credit report. The lesson plan is organized into the following eight activities: (1) Before Going Online; (2) Trading-in or Selling a Vehicle; (3) New Versus Used; (4) Locating the Best Interest Rates; (5) Insurance Rates via the Web; (6) Negotiating the Best Deal on a Vehicle; (7) Closing the Deal; and (8) Assessment and Evaluation. Applicable EFF (Equipped for the Future)content standards are: lead with understanding; convey ideas in writing; speak so others can understand; listen actively; observe critically; use math to solve problems and communicate; solve problems and make decisions; reflect and evaluate; learn through research and use information and communication technology. Suggestions for instruction are made. The addresses for many Web sites relevant to car buying are given, because use of those sites is important to the activities. (KC)

ED 458 392 CE 082 538

Kist, Bill
Using Rubrics. Teacher to Teacher.
SPONS. AGENCY- National Inst. for Literacy, Washington, DC.; Ohio State Dept. of Education, Columbus. Div. of Career-Technical and Adult Education.

across the country, as well as through examination of research articles, grant reports, and program manuals, a comprehensive list containing 44 interventions was established. These 44 interventions were then rated on five variables (time, mode, control, place, and size) by a random sample of the membership of the Guidance Division of the Association for Career and Technical Education. These ratings were then grouped empirically by means of cluster analysis, producing a four-cluster solution. The four clusters of career development interventions were titled work-based interventions; advising interventions; introductory interventions; and curriculum-based interventions. (Contains 44 references.) (KC)

ED 458 409 CE 082 564

Boud, David, Ed.; Solomon, Nicky, Ed.
Work-Based Learning: A New Higher Education?
PUB DATE- 01
NOTE- 234p.; Published by the Society for Research into Higher Education and Open University Press.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Academic Achievement; *Academic Education; Change Strategies; Corporate Education; *Education Work Relationship; *Educational Practices; Educational Quality; Foreign Countries; Industrial Education; Institutional Survival; *Integrated Curriculum; Part Time Employment; Postsecondary Education; School Business Relationship; Secondary Education; Standard Setting; Student Evaluation; *Vocational Education
IDENTIFIERS- Australia; *United Kingdom; *Work Based Learning

This three-part book contains 16 chapters exploring work-based learning from a theoretical and case-study perspective in the United Kingdom. Part 1, Framing Work-based Learning, contains the following four chapters: "New Practices for New Times" (David Boud, Nicky Solomon, and Colin Symes); "Repositioning Universities and Work" (David Boud and Nicky Solomon); "Knowledge at Work: Issues of Learning" (David Boud); and "Creating a Work-Based Curriculum" (David Boud). Ten case studies in the second part of the book include: "From Once Upon a Time to Happily Ever After: The Story of Work-Based Learning in the UK Higher Education Sector" (Norman Evans); "Making It Work Institutionally" (Derek Portwood); "Ensuring a Holistic Approach to Work-Based Learning: The Capability Envelope" (John Stephenson); "Working with Partners To Promote Intellectual Capital" (Jonathan Garnett, Alison Comerford, and Neville Webb); "The Possibilities in a Traditional University" (Lynne Caley); "Implementing Work-Based Learning for the First Time" (Jenny Onyx); "Smart Work: What Industry Needs from Partnerships" (Nicholas Shipley); "A Challenge to Assessment and Quality Assurance in Higher Education" (Richard Winter); "Setting the Standards: Judging Levels of Achievement" (Frank Lyons and Mike Bement); and "Earning Academic Credit for Part-Time Work" (Iain S. Marshall and Lynn S. M. Cooper). The final part, Past, Present, and Future, includes "Capital Degrees: Another Episode in the History of Work and Learning" (Colin Symes); and "Future Directions for Work-based Learning: Reconfiguring Higher Education" (David Boud and Nicky Solomon). (KC)

ED 458 410 CE 082 565

Ntiri, Daphne W., Ed.
Adult Education & Social Change. Models for Adult and Lifelong

SPONS. AGENCY- Employment and Training Administration (DOL), Washington, DC.
PUB DATE- 99
NOTE- 107p.; With assistance from Kimberly Doyle and Elaine Wood. Additional support provided by the California One-Stop Career Center System Task Force and the U.S. Department of Labor, Employment and Training Administration, Regions I, III, IV, VII, VIII, and IX. For additional modules, see CE 082 597-602.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agency Cooperation; Behavioral Objectives; Brainstorming; Classroom Techniques; Client Characteristics (Human Services); Communication (Thought Transfer); Cooperative Planning; Coordination; *Delivery Systems; Educational Legislation; *Employment Services; Federal Legislation; Flow Charts; Guidelines; *Integrated Services; Labor Force Development; Learning Activities; Learning Modules; Lesson Plans; *Linking Agents; Partnerships in Education; Program Design; Program Implementation; Program Improvement; Quality Control; Spreadsheets; *Systems Approach; Teaching Guides; Teaching Methods; Workbooks; Worksheets
IDENTIFIERS- Consensus; Job Corps; *One Stop Centers; Workforce Investment Act 1998

This document is part of a five-module training package to help employment and training service providers comply with the Workforce Investment Act (WIA) of 1998 and develop a one-stop training and employment services system. It consists of the participant workbook, trainer manual, and activity worksheets for a module on designing a system for the delivery of integrated services. The training manual presents a detailed lesson plan that includes step-by-step instructions for using the following tools and techniques to deliver the module: presenting overhead slides; having participants complete exercises; writing information on flip charts; using small group discussions; and using full group discussion. The workbook activities and worksheets are designed to achieve the following objectives: (1) help participants learn about different partnering models; (2) help participants identify opportunities for collaboration in the delivery of services to help customers find jobs; (3) teach participants six principles for redesigning one-stop services that can be applied to the tasks of reengineering customer flow, service delivery roles, and services offered to meet identified customer requirements; and (4) help participants learn to apply various tools (including brainstorming, consensus building, affinity diagrams, process mapping with process task spreadsheets and flow charting, and mind mapping) to service functions. (MN)

ED 458 426 CE 082 601

Kogan, Deborah; Koller, Vinz; Kozumplik, Richalene; Lawrence, Mary Ann
Partnering for Quality under the Workforce Investment Act: A Tool Kit for One-Stop System Building. Module 5: Building a Process for Continuous Improvement. Training Manual with Participant Workbook.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, DC.
PUB DATE- 99
NOTE- 108p.; With assistance from Kimberly Doyle and Elaine Wood.

This booklet depicts the thinking of state-level and local-level advocates and policymakers regarding the complementary nature of service learning and school-to-work and explains the benefits of linking the two strategies through partnerships. The similarities and differences between service learning and school-to-work are presented along with benefits of service learning and school-to-work alone and together. The implications of these similarities, differences, and benefits for policy, partnerships, and practice are discussed as well as policies facilitating linkage of service learning and school-to-work. The following broad rationales for linking service learning and school-to-work are identified: (1) both learning opportunities expose students to a wide variety of careers and illustrate how school-based learning relates to the skills and abilities required in the workplace; (2) both strategies provide opportunities for students to engage in multidisciplinary, project-based learning; and (3) because both strategies facilitate development of similar skills, their resources can be leveraged and combined to support a comprehensive initiative. A total of six project profiles--two illustrating how each of the three rationales are manifested at the state and local levels--are presented. Each profile includes a rationale; descriptions of key policies, partnerships, and practices; and a contact address. The bibliography lists 20 references. (MN)

ED 458 442 CE 082 630

McVannel, Martha Erwin
Providing Career Counseling to Lesbian Women.
PUB DATE- 01
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Career Choice; *Career Counseling; *Career Education; Career Planning; Colleges; *Counseling Techniques; *Counselor Client Relationship; Educational Environment; Equal Opportunities (Jobs); Higher Education; Homophobia; Information Needs; *Lesbianism; Literature Reviews; Secondary Education; Self Disclosure (Individuals); Sexual Orientation; Stereotypes; Synthesis; Universities; Violence; *Womens Education; Work Environment

The literature on career counseling and lesbian women was reviewed resulting in the identification of 10 maxims regarding providing career counseling to lesbian women. The maxims are as follows: (1) sexual orientation is essential information when providing career counseling; (2) it is important that the workplace be lesbian-affirming; (3) lesbian women have nothing to protect them from discrimination on the job; (4) potential violence must be discussed; (5) ongoing career counseling needs to be considered for the lesbian woman's career planning; (6) there are several positive aspects to a lesbian being "out" on the job; (7) there are several negative aspects to a lesbian being "out" on the job; (8) not all lesbians fit into the stereotypical careers of lesbian women; (9) geography may be crucial; and (10) if a lesbian is partnered, couples counseling needs to be considered. Each of these maxims was discussed in detail. The discussion of the maxim regarding lesbian women's ongoing career counseling needs was accompanied by tables listing 20 colleges in 12 states that have been identified as less nervous or anxious. Recommendations for the future include the need for the program to continue to refine the curriculum and to test for anticipated changes in student development. The goal is to introduce the group work approach to local schools. (Contains 1 addendum, 1 table, 3 figures, and 78 references.) (JDM)

ED 458 461 CG 031 322

Mullis, Fran, Ed.; McCarthy, Susan, Ed.
GSCA (Georgia School Counselors Association) Journal, 2001.
PUB DATE- 01
NOTE- 105p.; Published annually. For the 2000 issue, see ED 456 342.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adolescents; Bibliotherapy; Career Guidance; Children; Counseling Effectiveness; Depression (Psychology); Elementary Secondary Education; Empowerment; Group Counseling; *Professional Associations; School Counselors; Self Esteem; Technical Institutes; Violence

The articles presented in this journal issue include contributions that help meet the needs of all students. Six of the articles are based on programs presented at the Georgia School Counselor Association 2000 Fall Conference. The articles include: (1) "Effects of Group Counseling on Third Grade Students' Self-Esteem and Academic Achievement" (Lori Morrison, Cordelia Douzenis, James J. Bergin, Tonya Sanders); (2) "Game Shows for Career Guidance" (Christy Armstrong, Nancy Mason); (3) "Uniting Young and Old: Teaching Character Education through Intergenerational Programs" (Barbara R. Jones); (4) "Bibliotherapy for School Counselors: Practical Applications and Suggested Titles" (Susan R. Boes, Andrea Bragg, Linda Eddingfield, Charlotte Flores); (5) "Girl Talk for Teen Women: A School Based Discussion Group for Girls" (Oya Benn Townsley); (6) "Empowering and Transforming African American Adolescent Males: A Personal Reflection" (Deryl F. Bailey); (7) "GSCEPS: Georgia School Counselors Effective Practices" (Dana Edwards); (8) "The Tech Prep Advantage: The Other Path to College" (James S. McCallar); (9) "The Profile of a School Shooter and Prevention Strategies" (Kan V. Chandras); (10) "Preventing Violence in Schools: Nurture or Crack Down?" (A. Beth Peeples); (11) "Identifying and Assisting At-Risk Students in Schools" (Kan V. Chandras); (12) "Increased Risk of Depression in Compressed Adolescence" (Stacy N. Collins); and (13) "Transformed School Counseling Roles: Preparing Counselors for the 21st Century" (Carol Vanzile-Tamsen, Susan R. Boes). (Contains 5 Web sites, 9 appendixes, 2 tables and 211 references.) (JDM)

ED 458 462 CG 031 323

Sapia, Jennifer L.
Eating Disorder Prevention Programming.
PUB DATE- 01
NOTE- 24p.; Paper presented at the Annual Conference of the National Association of School Psychologists (Washington, DC, April 17-21, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *At Risk Persons; *Eating Disorders; Elementary

PUB DATE- 01
NOTE- 10p.; In: "Staying Innovative and Change-Focused in the New Economy"; A Collection of Special Papers Generated for the 2001 International Career Development conference (Seattle, WA, November 7-11, 2001); see CG 031 356.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Modification; *Career Counseling; Career Development; Counselor Training; Employment Experience; Fear; *Personal Narratives; Stress Management
IDENTIFIERS- Traumas

Career narratives help people understand their skills, interests, values, and goals by viewing them within the context of their lives. This paper provides an explanation of how counselors can identify the means in which career narratives can help people manage traumas and fears. It explains how counselors can learn new activities for themselves and their clients about ways to manage career-related traumas. A discussion is included on the future of narrative counseling. A list of Web resources is appended. (Contains 30 references.) (JDM)

ED 458 484 CG 031 358

Beasley, Steven E.; Washington, Tom
Competency-Based Behavioral Interviewing: How To Prepare and Win!
PUB DATE- 01
NOTE- 7p.; In: "Staying Innovative and Change-Focused in the New Economy"; A Collection of Special Papers Generated for the 2001 International Career Development Conference (Seattle, WA, November 7-11, 2001); see CG 031 356.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Career Counseling; *Competence; *Employment Experience; *Employment Interviews; Job Performance; Skills; Vocational Evaluation

Competencies derived from experience; skills; knowledge; values; or other distinguishing qualities and motivations can contribute to a person's job performance. Counselors can use competency-based behavioral interviewing to allow a candidate to demonstrate certain skills they have used in the workplace. By using such past experiences, an employer hopes to predict future behavior, by eliminating misunderstanding and preventing personal impressions from interfering. Some personal job-related experiences are reviewed. Appendix 1 is Competency Identification. (Contains 24 references.) (JDM)

ED 458 485 CG 031 359

Beckhusen, Lesah
SkillScan Online: Have Skills, Will Travel.
PUB DATE- 01
NOTE- 5p.; In: "Staying Innovative and Change-Focused in the New Economy"; A Collection of Special Papers Generated for the 2001 International Career Development Conference (Seattle, WA, November 7-11, 2001); see CG 031 356.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aging (Individuals); *College Faculty; Curriculum Development; Educational Innovation; Graduate Study; Higher Education; Methods Courses; Professional Training; Psychology; Research Methodology

An advanced training program in research methodology was designed, implemented, and evaluated for psychology faculty from four-year colleges. The goal was to build and sustain a community of college teachers committed to conducting aging research, incorporating methodological developments in psychology courses, and engaging undergraduate students in their research. Program design included an initial 2-week summer institute, ongoing consultation during the academic year, and 2 follow-up meetings that provided participants the opportunity to share their research proposals and obtain feedback from the visiting scholars. To date, 58 psychology teachers have participated in the program. Participants have given high ratings to the program and indicated that they have become more interested in conducting aging research. A follow-up evaluation indicates that a number of participants have incorporated recent methodological developments in their courses and have included students as active participants in their research. (JDM)

ED 458 508 CG 031 399

Donahue, Michael J.
Religious Orientation and Development amongst Adventist Youth.
PUB DATE- 01
NOTE- 10p.; Paper presented at the Annual Conference of the American Psychological Association (109th, San Francisco, CA, August 24-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- At Risk Persons; Attitude Measures; Behavior Rating Scales; *Beliefs; Drinking; Influences; Intermediate Grades; Marijuana; *Religious Differences; *Secondary School Students; Secondary Schools; Self Motivation; Sex Differences; Student Behavior; Student Surveys; Tobacco; Violence
IDENTIFIERS- *Seventh Day Adventist School System

A questionnaire was administered to all 6th to 12th grade students attending Seventh-Day Adventist schools in North America. The questionnaire included the Age-Universal Intrinsic-Extrinsic Scale; the Faith Maturity Scale; an 18-item Adventist orthodoxy scale; and scales measuring the frequency of use of alcohol, marijuana, and tobacco, and of shoplifting, fighting, and getting into trouble at schools. There was little variance across grades in the intrinsic (I), extrinsic (E), faith maturity, or orthodoxy scores, in the latter case largely due to ceiling effects. The I-E correlation began as positive for boys, but declined to 0, and then was -0.14 by 12th grade. For girls, the correlation was negative throughout, ranging from -0.06 in the 6th grade to -0.26 in 12th. When correlated with the at-risk behaviors, all the I correlations were negative, with girls' correlations stronger than the boys', ranging in the teens and low twenties, and becoming stronger across the 6 years of schooling. This pattern was almost completely reversed for the E correlations, with correlations positive, and higher for boys, but then plummeting near 0 for both boys and girls in

Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Authors; *Childrens Literature; Class Activities; Critical Thinking; Elementary Education; Learning Activities; *Literacy; *Novels; *Reading Comprehension; *Reading Difficulties; Self Contained Classrooms; Special Education; Vocabulary Development
IDENTIFIERS- Blooms Taxonomy; *Dahl (Roald); International Reading Association; National Council of Teachers of English; Standards for the English Language Arts; *Text Adaptation

Stories are a good way to teach students numerous skills from reading comprehension to vocabulary--and this holds true even for special needs students. This book aims to guide teachers and librarians in helping grades 3-5 special education students meet the content standards produced by the National Council of Teachers of English and the International Reading Association. With simple and fun ways to promote books and activities that are both instructionally and emotionally appropriate for students with reading disabilities, this comprehensive guide, organized through Bloom's Taxonomy, can also serve as a companion teaching manual to the works of author Roald Dahl, helping students with genre and author studies--selections include "The Magic Finger," "Fantastic Mr. Fox," and "George's Marvelous Medicine." The guide contains teaching aids that encourage the development of critical thinking skills, as well as sections devoted entirely to increasing vocabulary and preparing for standardized reading tests. The guide can also be used as a college textbook to teach students how to modify regular education material for special needs students. (NKA)

ED 458 529 CS 014 489

Burke, Jim
Illuminating Texts: How To Teach Students To Read the World.
PUB DATE- 01
NOTE- 210p.; An accompanying Web site can be found at http://www.englishcompanion.com.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Classroom Techniques; *Computer Assisted Instruction; *Critical Reading; *Internet; Language Arts; *Reading Instruction; Secondary Education; State Standards; Teacher Role; Visual Literacy
IDENTIFIERS- *Text Types

Today's students face a barrage of competing texts in many different forms and media, and it is now up to teachers to help students determine not only "what" should be read but "how" it should be read. This book addresses this issue. The book explores the idea of "textual intelligence"; offers both practical and theoretical information on teaching and reading; and explains how to incorporate the newest ideas and techniques into actual classroom practice. It also presents an argument on teaching what students will need to know, and be able to do, in the future. Each chapter has a clear focus--e.g., Reading the World; Reading the Internet; Reading Textbooks; Reading a Test; Reading Literature; Reading Information; Reading Images--and all follow a similar format, including background information and rationale, standards connections, questions to ask, classroom connections, elements of the text, and additional resources. Appendixes contain: Works Cited; Evaluating a Web

Difficulties; *Reading Improvement; Student Needs; *Teacher Role; Text Structure; Vocabulary Development
IDENTIFIERS- *Strategic Reading

Although middle and high school teachers rightfully view the teaching of subject-area content as their primary responsibility, there is an increasing recognition that they must also play an active role in ensuring that students are not left behind because of reading problems. This report emphasizes that middle and high school teachers do not need to be reading specialists and do not need to take time away from essential content-area instruction to help their students become more proficient in this critical skill. The contention is that they can, however, integrate the teaching and learning strategies described in the report into their content-area instruction on a daily basis. The report is based on research findings, informed opinions from the professional literature, and a wealth of examples from educators' experience. It is divided into the following sections: Introduction; Understanding the Problem: How Poor Learning Strategies Limit Students' Reading Success; Building Strong, Strategic Readers; Learning Strategy 1: Metacognition; Learning Strategy 2: Prior Knowledge; Learning Strategy 3: Inferencing; Learning Strategy 4: Text Structure; Learning Strategy 5: Vocabulary Development and Acquisition; The Next Step: Educating and Supporting Teachers; and Pulling It All Together: Taking a Schoolwide Approach to Instruction in Reading Strategies. (Contains 88 references.) (NKA)

ED 458 551 CS 014 520

Ediger, Marlow
Reading Current Events Items.
PUB DATE- 01
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Class Activities; Critical Thinking; *Current Events; Elementary Secondary Education; Learning Activities; *Reading Comprehension; Skill Development; *Word Recognition
IDENTIFIERS- *Purpose (Reading)

People who live in a democracy should be well informed of local, state, national, and international happenings. Students should become curious about news items and relate current happenings to the personal self. They must possess skills in word recognition and in diverse kinds of comprehension since reading is an important way to glean current events items. This paper enumerates selected word recognition techniques which students must master to read with comprehension, including determining unknown words through context clues, using phonics to ascertain the correct word, and developing syllabication skills to determine an unknown word. The paper also discusses reading comprehension techniques, such as understanding new vocabulary, seeing each abstract word in print prior to reading the current events item, perceiving a purpose for reading the news item, discussing each possible answer to a purpose following the reading activity, and using current events ideas discussed and analyzed by making appropriate applications (making a mural, developing a vocabulary wall chart, completing journal writing activities, doing a time line). It lists several examples of issues students may learn about, such as cutting taxes for wealthier individuals as compared to those who are on the lower end of earned income, waging/threatening war against enemy

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Early Intervention; Elementary Education; *Literacy; Professional Development; *Reading Skills; Referral; Special Education; *Student Needs; *Writing Skills
IDENTIFIERS- National Assessment of Educational Progress; *State Initiatives

In the fourth grade, 38% of all children have reading skills below the "basic" level, according to the National Assessment of Educational Progress. Many of these students are recommended for special education services because of their reading difficulties. Recent research on reading difficulties in young children demonstrates that early intervention can correct reading deficiencies in all but about 3% to 5% of children. States can use several strategies to build literacy skills and lower special education referrals. Among these are: make state reading standards correspond with current research about reading growth from kindergarten through grade 3; improve the teacher's reading preparation; provide professional development opportunities in reading; and strengthen and expand early intervention programs. (Contains 12 notes.) (NKA)

ED 458 572 CS 014 556

Hampton, Sally; Ouellette, Mark
Making Writing Instruction Work. Issue Brief.
PUB DATE- 01
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Objectives; Elementary Education; Instructional Effectiveness; *Literacy; Professional Development; *Reading Instruction; Teacher Education; *Writing Evaluation; *Writing Instruction
IDENTIFIERS- National Assessment of Educational Progress; *Technology Integration

Learning to read and write is critical to a child's success in school and adult life. One of the best predictors of whether children will function competently in school and, later, contribute to the increasingly literate society is their progress in reading and writing. For this reason, the 1985 National Assessment of Educational Progress (NAEP) writing scores generated considerable alarm about students' apparent lack of writing proficiency. In response to these low NAEP scores, much research has been done on how to develop a quality literacy program for all students. A great deal is now known about how young children learn to read and write and how to help them develop the requisite literacy skills in the early years. Policymakers wanting to improve on the results of the latest NAEP writing assessments may want to help schools incorporate this knowledge into the curriculum. These strategies can assist in achieving this objective: include writing assessments in current primary-level reading assessments; improve preservice instruction for new primary-grade teachers; support professional development for experienced teachers; and connect technology initiatives with written instruction. (Contains 13 notes.) (NKA)

ED 458 573 CS 014 564

En sus marcas--Listos--A leer! Para los cuidadores de ninos pequenos: Actividades de lenguaje para la primera infancia y

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Computer Assisted Instruction; Higher Education; *Hypermedia; Instructional Innovation; Learning Processes; *Rhetoric; Theory Practice Relationship; World Wide Web; *Writing Instruction
IDENTIFIERS- *Technology Integration

The increasing role of computer technology in the classroom has left many teachers searching for resources that will make sense of complex theories and provide them with practical pedagogical direction. Offering instructional stories, histories, and classroom applications, this book connects the theoretical aspirations of the field with the craft of innovative composition instruction. Focusing on issues of "invention," the book explores "writing inventions"--the computer technology that students use to research, read, create, and compose. According to the book, however, "invention" also refers to the collection of processes that lead to what is not yet known: topics for writing, personal and professional identities, and new pedagogies. The book also outlines methods for teaching invention using the World Wide Web, arguing that the Web allows students and teachers to see into each other's learning processes. In the end, it tells stories--instructional accounts of computers and teaching writing that balance theory and practice. The book is divided into the following chapters: Introduction: Inventing Ourselves; (1) Inventing Invention; (2) Inventing Discussions, Inventing Pedagogies; (3) Inventing Hypertext Reading; (4) Inventing Hypertext Writing; and (5) Inventing Scenes. (Contains 4 figures and an approximately 180-item bibliography.) (NKA)

ED 458 593 CS 217 705

Fluellen, Jerry Ellsworth, Jr.
Heroes and Terrorists: ELA for the 21st Century.
PUB DATE- 01
NOTE- 19p.; Cover page varies.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; *Civil Liberties; Grade 8; Junior High Schools; *Language Arts; *Multiple Intelligences; Thematic Approach; Units of Study; *Writing Across the Curriculum; Writing Evaluation; *Writing Skills
IDENTIFIERS- Scope and Sequence; *September 11th Attacks

Though the standards derive from a school district's New English Language Arts (ELA) scope and sequence, at least two content areas or disciplines (English and Social Studies) are addressed in this unit of study on Human Rights, and there is ample room for the arts. In particular, the major theoretical framework supporting the unit is Howard Gardner's multiple intelligences theory in service of deep disciplinary understanding. Thus, the unit crosses all eight intelligences and allows room for many other disciplines. It is presented in an easy-to-consult chart style (a curriculum map), with content, skills, assessment, and standards featured in large, bold type. (NKA) teachers assess the literacy competencies of young children prior to starting formal schooling. Seven Reception teachers from four primary schools in England were asked to make literacy predictions for the incoming cohort of children. Data are presented based on interviews with the teachers, completion of baseline literacy assessments, and the scrutiny of daily reading records. The study explores the factors which influence teacher predictions for 30 children, including 17 for whom literacy success was predicted and 13 for whom literacy difficulties were anticipated. The study shows that teachers do indeed form early judgments about children based on pragmatic factors, with a strong link between teacher predictions and families' socioeconomic status. Importantly, initial representations of children as "likely to fail" tend to become more permanent over time, whilst teachers also tended to provide less support for children expected to perform poorly. Implications for professionals are highlighted in relation to the Code of Practice. (Contains 62 references and 4 tables of data.) (Author/RS)

ED 458 613 CS 217 736

Casey, Jean M.
A New Pathway for Teacher Training: Site-Based/Electronic Learning/Teacher Reading.
PUB DATE- 01
NOTE- 8p.; Paper presented at the Annual Meeting of the California State Reading Association (35th, Ontario, CA, November 8, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alternative Teacher Certification; Elementary Secondary Education; Integrated Curriculum; *Preservice Teacher Education; Program Descriptions; Reading Instruction; *State Programs; *Teacher Interns
IDENTIFIERS- New Teachers; Online Courses

CalState TEACH, a new alternative path to the Multiple Subject CLAD (Crosscultural, Language, and Academic Development) teaching credential, is an 18-month program that culminates in a preliminary credential and 39 semester units of credit. Designed specifically for site-based electronic learning with an integrated curriculum that includes all content areas, mainstreaming, technology, and CLAD standards and meets the needs of intern teachers, the program is administered at five regional centers that serve the entire state of California. This paper outlines the features and benefits of CalState TEACH. The paper focuses especially on the benefits that the new program offers for emergency permit teachers or intern teachers. It describes the program, discusses the integrated curriculum approach, provides program evaluation, gives program administration details, and notes innovation in reading instruction. (NKA)

ED 458 614 CS 217 737

Tabor, Daniel
Literacy at Transition: The Problem of the Developing Writer.
PUB DATE- 99
NOTE- 14p.; Paper presented at the Annual Meeting of the British Educational Research Association Annual Conference (September 2-5, 1999).

consisted of third and fifth grade students, teachers, administrators, local school board members, and parents from one highly populated metropolitan public elementary school and a small suburban public elementary school near a major metropolitan city. Analysis of probable cause data revealed that when surveyed, students and teachers exposed that a heavy emphasis has been placed on student standardized test performance. Several underlying causes for an emphasis on current assessment procedures were found. As the tests have become more important in lawmakers' eyes, the practice of teaching to the test has also increased dramatically. School personnel want students to succeed and reveal what they know on the tests. A review of the literature makes it apparent that the assessment issue continues to be heavily debated. Education and educational reform are major issues. Often educators find themselves torn between assessment for accountability and the need for assessment to improve instruction. Existence of this problem became evident through personal interviews. The interviews consisted of teachers, parents, local school board members, and administrators. Standardized tests have affected many different people in a variety of ways; however, the predominant weight of this problem still seems to fall back on the teacher. This may be the ultimate reason why teachers teach to the test. In conclusion, it can be noted that testing provides schools with information, which can be helpful in making decisions relevant to student achievement. Although current approaches to assessment have become limited, results from this study suggest that opportunities can be developed where students will gain ownership of and insight about their own learning, thus providing teachers with a rich basis for making professional judgments about instruction. Contains 18 references and 2 tables of data. Appendixes contain teacher and student surveys. (Author/RS)

ED 458 633 CS 510 645

Bamford, Anne
The Grammar of Visual Literacy within the World of Interactive Media.
PUB DATE- 01
NOTE- 12p.; Paper presented at the Education Research Network Conference on Learning (8th, Spetses, Greece, July 4-8, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Art Education; Discourse Analysis; *Nonverbal Communication; Secondary Education; *Visual Literacy

In interactive media, it is the spaces between the text that are as important to read as the text itself. Visual literacy is a vital form of reading in an increasingly pictorial world. This paper examines the grammar of visual literacy by analyzing the discourse of a group of adolescents and the way they interpret multi-layered, seriated, and framed visuals from a personal, socio-cultural, and structural perspective. The paper proposes the case for art education within a literacy context. (Contains 18 references.) (Author/RS)

ED 458 634 CS 510 646

Cronn-Mills, Daniel; Croucher, Stephen M.
Judging the Judges: An Analysis of Ballots in Impromptu and Extemporaneous Speaking.
PUB DATE- 01

Schwartzman, Roy; Phelps, Greg A.
"In Loco Communitas": Service-Learning and the Liberal Arts.
PUB DATE- 01
NOTE- 26p.; Paper presented at the Annual Meeting of the National Communication Association (87th, Atlanta, GA, November 1-4, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; Program Development; *School Community Programs; *Service Learning; *Student Volunteers

This essay places service-learning within the liberal arts tradition of empowering others to help themselves. Such a contextualization departs from visions of the student as consumer or customer and education as a means to gain economic advantage in a competitive market. Attention then turns to how even well-intentioned service-learning projects might be co-opted in ways that foster community dependence on the services offered. Recommendations are included for a version of service-learning that navigates between political indoctrination and value-free objectivity. (Contains 54 references.) (Author/RS)

ED 458 655 CS 510 668

Ryan, Patrick; Walking-Woman, Linda
Linking Writing to the Process of Scientific Inquiry: Strategies from Writing Teachers in the Disciplines.
PUB DATE- 00
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (51st, Minneapolis, MN, April 12-15, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; General Education; Higher Education; *Process Approach (Writing); Science Education; *Scientific Methodology; Secondary Education; *Writing Instruction
IDENTIFIERS- Teaching Perspectives; *Writing Thinking Relationship

As composition teachers work to develop process approaches to writing instruction, science teachers work to develop strategies for teaching science as a process of inquiry. In continuing efforts to revitalize science education, teachers use writing as a tool of inquiry. Exploratory writing, written field observations, close description, and written discussions, among other activities, are essential components of scientific inquiry. Just as science teachers have benefited from research on the writing process, writing teachers in the discipline can benefit from recent advancements in the theory and practice of teaching science as a process of inquiry. This paper first describes the traditional approach to science education, an approach that, while emphasizing the transmission of factual data, often tends to devalue the broader roles of writing as a tool for scientific inquiry. Next, the paper identifies theoretical assumptions that, in contrast to traditional principles, inform current efforts to teach science as inquiry. Finally, to illustrate how teaching science as a process of inquiry utilizes writing, the paper describes selected writing projects of effective teachers in general education courses. It contends that without effective writing instruction in the

Mathis, William J.; Fleming, Brenda L.
Vermont's Act 60: Comprehensive School Finance Reform--Effects in the First Year of Full Implementation.
PUB DATE- 01
NOTE- 23p.; Paper presented at the Annual Meeting of the American Education Finance Association (26th, Cincinnati, OH, March 22-24, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Block Grants; *Educational Equity (Finance); *Educational Legislation; Elementary Secondary Education; Equalization Aid; Expenditure per Student; *Finance Reform; School District Spending; School District Wealth; *State Aid; Tax Allocation; Tax Rates
IDENTIFIERS- *Reform Efforts; *Vermont

Vermont's Act 60 received national attention not only because of the controversy surrounding the sharing pool (or recapture provision) but also because of its "potential for being the most equitable system in the country." For fiscal years 1998 to 2001, tax rates have become more equitable, and a direct relationship has appeared between spending level and tax rate at the town level. Tax burdens have also become more equitable on a town-to-town and individual basis. Education spending equity is occurring, though at a relatively slower pace than tax equity. Educational achievement equity is emerging when state test data are used as a measure. Issues are discussed include whether or not the sharing pool should be maintained and whether the recapture provision should be modified. Other issues are monetary gifts as a means of obtaining exemption from recapture, small schools, whether money should move with the child, and the need to reduce bureaucratic complexity. An important question is whether the legislature will weaken the provisions of the act and cause greater inequities or improve the deficiencies in the formula so that it can work more effectively. The paper ends with six charts illustrating financial trends for fiscal years 1998 to 2001. (Contains 11 endnotes and 9 tables and charts.) (RT)

ED 458 677   EA 031 387

Juvonen, Jaana
School Violence Prevention Testimony. Presented to the California State Assembly Select Committee on School Safety.
PUB DATE- 01
NOTE- 13p.; Part of the RAND testimony series.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bullying; Conflict Resolution; Elementary Secondary Education; Hearings; *Prevention; *School Safety; *State Regulation; *Violence

This document presents a written testimony as submitted on June 1, 2001, in Downey, California, regarding long-term effects on students from being bullied or victimized by peers. Such victimization is now considered a warning sign of potentially violent students. Bullying, prevalent in schools, has detrimental effects upon children. It involves and affects victims, bullies, and bystanders. Unfortunately, many school-violence prevention strategies are limited and may even backfire in the long run. The most promising prevention model

ED 458 695 EA 031 408

Pate, Sharon Shamburger
The Influence of a Mandatory School Uniform Policy.
PUB DATE- 99
NOTE- 13p.; Paper presented at the Annual Meeting of the Association for Career and Technical Education (Orlando, FL, December 12-15 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Dress Codes; *Educational Environment; Educational Policy; Elementary Secondary Education; *School Policy; *School Uniforms; Student School Relationship
IDENTIFIERS- Florida

This essay examines the influence of a mandatory school-uniform dress code on academic achievement and discipline infractions. In addition, student gender and type of school district were compared to show the influence of this policy. Only schools that implemented a mandatory school-uniform policy in 1996 and had data for discipline infractions and academic achievement for the 1995-96 and 1996-97 school years were eligible for inclusion in the study. Subjects consisted of students in a southern Florida school district located in a predominately rural area. The final sample included 6 middle schools and 80 elementary schools from 2 school districts. Results show that elementary-school students in both rural and urban school districts demonstrated improvement in academic achievement for the first year following the implementation of the school-uniform policy. The discipline infractions of out-of-school suspensions and juvenile referrals had a statistically significant improvement. Middle-school students did not have a significant decrease for discipline infractions for the school year 1996-97. The numbers of students not promoted to the next grade showed a significant effect by district type but not by gender. Further research is needed on the importance of dress to influence educators as they help students achieve a healthier self-esteem. (Contains 15 references.) (RJM)

ED 458 696 EA 031 409

Sanders, Phyllis
Parent, Teacher, and Student Satisfaction with Year-Round School Intersession.
PUB DATE- 01
NOTE- 35p.; Photos in appendices may not reproduce well.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Enrichment; Learning Strategies; *Remedial Instruction; *Satisfaction; School Schedules; *Vacation Programs; *Year Round Schools
IDENTIFIERS- *Interim Terms

This paper examines the parents', staff members', and students' satisfaction with the intersession activities of a year-round elementary school. "Intersession" is defined as the period of time when students receive remediation in problem areas. The school cited in the report was chosen from a district that had recently implemented a year-round education system. The study focused on three areas: the overall satisfaction of parents, staff, and students (1) as it relates to intersessions; (2) as

Factors; Educational Change; Educational Quality; Elementary Secondary Education; *Financial Support; Public Schools; *School Culture; *Teacher Improvement

This document deals with the topic of the charter-school movement. Anne Turnbaugh Lockwood's article focuses on selected, key aspects of papers commissioned by the Comprehensive Center-Region VI from experts in the charter-school movement. It discusses the potential for enhanced teaching and learning in charter schools, management issues that can affect the success and development of charter schools, accountability, and key considerations for policymakers. Eva Kubinski's article consists of an interview with Dr. Wayne Sanstead as to the reasons why North Dakota does not have charter schools. Audrey Cotherman's piece compares the vast differences in state laws governing charter schools. Kent Peterson's contribution discusses the purposes of school culture to sharpen the focus of staff and students, to build commitment and sense of community, to foster motivation to achieve valued ends, and to encourage productivity and learning. Stephen Kallin discusses seven common qualities that seem to characterize successful schools. Web resources on charter schools are provided. (Contains 27 references.) (DFR)

ED 458 716 EA 031 434

Cognitively Guided Instruction & Systemic Reform.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC.
PUB DATE- 00
NOTE- 32p.; Theme issue. Published biannually.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Academic Achievement; *Cognitive Development; Educational Change; Educational Environment; Elementary Secondary Education; Evaluation; *Instructional Design; *Instructional Effectiveness; Limited English Speaking; *Professional Development; Public Schools; Student Improvement; *Teacher Effectiveness

This issue contains an interview with Elizabeth Fennema in which she explains that decades of research on learning has had a minor impact on what goes on in the schools. She and other researchers decided to try to integrate the study of teaching along with the study of learning. Their desire was to effect real change in the classroom and to enhance mathematics learning and achievement for students. Two articles are included by Gloria Ladson-Billings; one is a talk given at the 1999 Cognitively Guided Instruction (CGI) Institute for Teachers in which she outlined how incorporating CGI instructional practices can radically change education at the school; the other article is her talk given at the 1998 CGI Institute for Teachers. A CGI classroom vignette is presented that depicts how a teacher might incorporate assessments into instruction and could make some decisions based on what he or she is learning about students. Another article explains how Fargo, North Dakota, has become a safe haven for Bosnians, Serbians, Croatians, Albanians, and Macedonians, and how the ensuing problems related to English-language learners have challenged the school district. A similar situation applies to Dearborn, Michigan, which has experienced an influx of Arabic-speaking pupils. CGI student-achievement evaluation findings for Region VI are provided. (DFR) the special education teacher; (2) the classroom teacher should not only be aware of the student's Individualized Education Program goals, but also play a significant role in determining those goals and providing instruction to help the student reach them; (3) the classroom teacher should be concerned with each student's strengths and needs; (4) administrators should understand that teachers need time within their contracts to prepare standards-based activities and materials designed to meet diverse needs; (5) teacher collaboration should be valued; (6) expectations should not be set according to a student's classification; (7) it should be understood that good instruction incorporates variation in delivery, activities, expectations, and assessment; (8) accountability should be considered a challenge, not a threat; and (9) parents should be considered a part of the team. Changes relating to parent involvement, training and professional development, and legislative support are also discussed, along with strategies for helping students to learn the curriculum and to develop independent learning skills. (CR)

ED 458 736 EC 308 682

Extended School Year. Issues in Education. Technical Assistance Bulletin.
PUB DATE- 01
NOTE- 6p.; Funded through the Individuals with Disabilities Education Act (IDEA).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Disabilities; Educational Legislation; Elementary Secondary Education; *Eligibility; *Extended School Year; *Federal Legislation; *Individualized Education Programs; Preschool Children; Preschool Education; School Responsibility; Student Rights; *Summer Schools; Transitional Programs
IDENTIFIERS- *Individuals with Disabilities Educ Act Amend 1997; Individuals with Disabilities Education Act; Missouri

This technical assistance bulletin explains extended school year (ESY) services for students with disabilities. It begins by discussing federal regulations that require schools to ensure that ESY services are available as necessary to provide free, appropriate public education to students with disabilities, that require ESY services to be provided only if a child's Individualized Education Program team determines that the services are necessary, and that schools do not limit ESY services to particular categories of disability or unilaterally limit the type, amount, or duration of those services. Information is then provided in the following areas: (1) eligibility for ESY services; (2) how a student is determined to be eligible; (3) how ESY decisions should be documented; (4) how least restrictive environment requirements should be addressed during ESY; (5) the requirements for ESY transportation; (6) the school's responsibility to provide ESY services even if the parents choose not to make their child available to receive such services; (7) district policies on ESY; (8) ESY services for preschool students transitioning from early intervention services; and (9) summer school attendance of students with disabilities. (CR)

ED 458 737 EC 308 683

ED 458 755 EC 308 703

Gresham, Frank

Responsiveness to Intervention: An Alternative Approach to the Identification of Learning Disabilities. Executive Summary.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.

PUB DATE- 01

NOTE- 9p.; Paper presented at the Learning Disabilities Summit: Building a Foundation for the Future (Washington, DC, August 27-28, 2001).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Classification; *Clinical Diagnosis; Curriculum Based Assessment; *Disability Identification; Elementary Secondary Education; *Evaluation Methods; Instructional Effectiveness; Intervention; *Learning Disabilities; Outcomes of Treatment; *Performance Based Assessment; Student Evaluation

IDENTIFIERS- *Discrepancy Model

This executive summary discusses the definition of learning disabilities (LD) and how students are identified as having a learning disability. It begins by outlining four major methods that are used to compute the discrepancy-based definition of LD and the flaws of the discrepancy-based model. It then describes an approach to defining LD that is based on how students respond to instructional interventions and how such an assessment process can be developed and used in identification and instruction. The process presented, "responsiveness to intervention," is defined as the change in behavior or performance as a function of an intervention and uses a discrepancy-based approach. However, the discrepancy is between pre- and post-intervention levels of performance. A resistance to intervention approach to eligibility determination identifies students as having a learning disability if their academic performance does not change in response to a validated intervention implemented with integrity. Several models of intervention are presented for adopting the responsiveness to intervention approach in defining LD, including predictor-criterion models that use and teach those skills that best predict reading competency; a dual-discrepancy model based on children's failure to respond to well planned and well implemented general education interventions; and applied behavior analytic models. (CR)

ED 458 756 EC 308 704

Hallahan, Daniel P.; Mercer, Cecil D.

Learning Disabilities: Historical Perspectives. Executive Summary.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.

PUB DATE- 01

NOTE- 9p.; Paper presented at the Learning Disabilities Summit: Building a Foundation for the Future (Washington, DC, August 27-28, 2001).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Historical Materials (060),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Clinical Diagnosis; Disability Identification;

IDENTIFIERS- *Individuals with Disabilities Educ Act Amend 1997; *Interim Alternative Educational Settings

This examination of the interim alternative educational setting for the school discipline of students with disabilities focuses on the legal requirements and their application under the Individuals with Disabilities Education Act as amended in 1997. Following an introductory background chapter, the concept of interim alternative educational setting is defined and put in the context of IDEA and prior court cases. The next chapter considers assignment decisions and criteria for placement in the alternative setting including: who decides when to use an interim alternative setting; who determines the nature of such a setting; how long a student may be in an interim setting; criteria for an interim alternative educational setting; relationship to other programs for students who are suspended or expelled; connections to existing alternative schools or programs; other options for creating interim alternative educational settings; and changes in placement. The final section addresses such additional issues as the development of case law on interim settings, the lack of research on interim settings, research on alternative settings generally, and the funding of interim alternative settings. (Contains 25 references.) (DB)

ED 458 775 EC 308 728

Rutherford, Robert B., Jr.; Quinn, Mary Magee; Leone, Peter E.; Garfinkle, Lili; Nelson, C. Michael

Education, Disability, and Juvenile Justice: Recommended Practices. Fourth CCBD Mini-Library Series: Addressing the Diverse Needs of Children and Youth with Emotional/Behavioral Disorders--Programs That Work.

PUB DATE- 02

NOTE- 49p.; Lyndal M. Bullock and Robert A. Gable, Series Editors.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- *Correctional Education; Correctional Institutions; *Delinquency; Delinquent Rehabilitation; *Disabilities; *Educational Practices; Prevention; Secondary Education; *Special Education; Special Needs Students; Theory Practice Relationship; *Transitional Programs; Validated Programs

IDENTIFIERS- *Incarcerated Youth

This monograph examines issues associated with the problems of children and youth with disabilities in the justice system. Following an introductory chapter, chapter 2 focuses on prevention, including systemic prevention strategies, challenges to successful prevention, model programs that address prevention, and recommended prevention practices. Chapter 3 considers the educational services for youth in juvenile correctional facilities including academic programs, special education services, challenges to delivering special education in correctional facilities, and recommended special education practices. The importance of transition planning when youths transfer into and out of either short-term or long-term correctional facilities is stressed in the following chapter, which also provides recommended transition practices. Finally, chapter 5 discusses the importance of family involvement and advocacy, including families' perceptions of the justice system, families' perceptions of professionals, and recommended advocacy practices. (Contains 28 references.) (DB) nationality, and class form barriers resulting in social isolation and an inability to claim coherent identities in social contexts outside the family. Schools in particular are the sites of many conflicts for many participants. This study questions many common assumptions about the relationship between class and ethnicity and points to the need for additional research on marginalized multilingual communities. Seven appendices with demographic and other data are included. (Contains 322 references.) (KFT)

ED 458 797 FL 026 946

Approved Bilingual Dictionaries for Use on the MCAS by Students with Limited English Proficiency.
PUB DATE- 00
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Bilingual Education Programs; *Dictionaries; *Limited English Speaking; Standardized Tests; Student Evaluation; *Testing
IDENTIFIERS- Massachusetts Comprehensive Assessment System

This documents provides a comprehensive list (including the name of the dictionary, name and address of the publisher, ISBN, and cost) of dictionaries in numerous languages approved for limited-English-proficient student use when taking MCAS (Massachusetts Comprehensive Assessment System) tests. Examples are provided for 55 different languages. (KFT)

ED 458 798 FL 026 947

Chachibaia, Nelly
Problems of Simultaneous Interpreting of Scientific Discussion.
PUB DATE- 01
NOTE- 13p.; Paper presented at the Conference on Training Translators and Interpreters in the New Millennium (Porthsmouth, England, United Kingdom, March 17, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Interpreters; *Interpretive Skills; Linguistics; *Scientific and Technical Information; *Translation

This article focuses on the problems of simultaneous translation (SI) of scientific discussion at the Conference on Training Translators and Interpreters in the New Millennium, the development of which greatly depends on extralinguistic, external conference conditions. Text linguistics considers text not only as a grammatical unit larger than a sentence but also and mainly as a semantic unit, as a conveyer of meaning. Discussion is a very special text type. Its peculiarities arise from its oral and immediate nature. It differs from purely scientific language (characteristically objective, dispassionate, and the result of prior deliberation) and ordinary dialogue (characteristically emotionally colored, spontaneous, and having elliptical phrases). To interpret, one must understand. The message the interpreter receives and that he or she must understand in order to reconstruct it in the other language is transmitted in oral and spontaneous form. The process of SI is not a simple transformation of text from a source language (SL) into a target language (TL), but is a complex process. The fact that the recipient is both recipient and transmitter of the information simultaneously strongly and Revival of the Catawba Language" (Claudia Y. Heinemann-Priest); "How Do You Write Lisu?" (David L. Morse, Thomas M. Tehan); "Orthography as Literacy: How Manx Was Reduced to Writing" (Mark Sebba); "Four Orthographies for Forest Nenets?" (Tapani Salminen); "When You Choose, Must You Lose? Standard Orthography versus Dialect Diversity" (Blair A. Rudes); "Developing a Standard Orthography for an Oral Language: The Innu Experiment" (Anne-Marie Baraby); "Literacy Ideologies and the Future of Gascon" (Thomas Field); "Perspectives on Literacy in Endangered Language Revitalization" (Patricia Shaw); "Incorporating Literacy Style Prior to Literacy in the Elementary Tribal School" (Kristin Denham, Kevin George, Erek Rensink, Jonathan Sarr); "Literacy Ability and Practice in Peru: An Indigenous Account" (Kathleen Tacelosky); "The Bilingual-Bicultural Literacy Program for the Tarahumara of Chihuahua" (Carla Paciotto); "The Prospect of Taiwanese Indigenous Language Instruction in Taiwan: Looking at a Successful American Indian Community School" (Jiwas Bawan); "All Literate and Nothing to Read: The Problem of the Lack of Written Literature in Rotuman" (Marit Vamarsai); "Gaulish Literacy: A Dying Glimmer" (Nicholas Ostler); "Orthography, Lexicography, and Language Change" (Ivy Doak, Timothy Montler); "Limitations of Literacy in Bagri" (Lakhan Gusain); and "Semantic Barriers to Literacy in the Sierra Tarahumara" (Julia E. Lonergan). References are included at the end of each paper. (KFT)

ED 458 819 FL 026 975

Moseley, Christopher, Ed.; Ostler, Nicholas, Ed.; Ouzzate, Hassan, Ed.
Endangered Languages and the Media. Proceedings of the Fifth FEL Conference (Agadir, Morocco, September 20-23, 2001).
PUB DATE- 01
NOTE- 124p.; For the proceedings of the fourth conference, see FL 026 974.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Afrikaans; American Indians; Dialects; Foreign Countries; Indigenous Populations; Language Attitudes; *Language Maintenance; Language Minorities; Lexicography; *Mass Media; *Mass Media Role; *National Programs; Native Speakers; Oral Language; Quechua; Second Language Instruction; *Second Language Learning; Uncommonly Taught Languages
IDENTIFIERS- Austria; *Endangered Languages; European Union; Florida; France; Frisian; Namibia; Orthography; South Africa; Tarahumara (Tribe); United States

Papers for the fifth Foundation for Endangered Languages (FEL) Conference include the following papers: "The State and the Global Marketplace in the Provision of Minority Media Services" (George Jones); "Local Language Media: What Does It Take?" (Paul Lewis); "Power of the Media for the Good of Small Languages: An Indian Experience of Enriching Diversity" (Lachman Khubchandani); "Language Protection and Cultural Policy in France" (Samira El Atia and Douglas Kibbee); "The Virtual Village Square: Media in Minority Languages in the Process of Media Diversification and Globalisation: An Example from Southern Carinthia (Austria)" (Brigitta Busch); "Maintenance and Promotion of Berber: The Role of the Electronic Media" (Jilali Saib); "Language in the Media Environment of the Florida Seminole" (Thomas Sawallis); "Indigenous Presence in the Nicaraguan Media: The Mayanga" (Elena Benedicto, Ely Frank, Pulinario Sebastian, Simon

IDENTIFIERS- California (San Mateo County); *Latinos

The objective of this book is to teach English to Latino adults so that they may successfully adapt to and cope with their new lives and conditions in the United States. Using oft-expressed needs as a guideline for content development, the lesson plans are designed to include exercises, basic vocabulary, and grammar that help students function in real life situations--individually, with their families, and in their communities. Written and oral practice outside the classroom is encouraged, and many practices and exercises in the book serve as effective homework. The programs include instruction on the following: conversation, vocabulary, grammar, reading, writing, pronunciation, critical thinking, and personal and family relationships. Each chapter is divided into three sections: "Focus"; "Grammar"; and "Let's Talk." In researching the needs of the adult learners, it was determined that many had concerns about parental involvement in their children's lives. Therefore, some exercises were designed to focus on parent/child relationships. Other exercises focus on family and personal relationships and the daily routines of life. The lessons are designed to be easily adaptable to the education level of any learner and can also be accommodated to suit the number of students and the frequency of class meetings. (KFT)

ED 458 843 FL 801 482

Brown, Tasha; Cargill, Debby; Hostetler, Jan; Joyner, Susan; Phillips, Vanessa
Make It and Take It: Computer-Based Resources for Lesson Planning.
PUB DATE- 01
NOTE- 43p.; Paper presented at the Virginia Adult Institute for Lifelong Learning--English as a Second Language (VAILL-ESL) Conference (Richmond, VA, August 1, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Annotated Bibliographies; *Class Activities; Classroom Techniques; *Curriculum Development; *English (Second Language); *Internet; Learning Modules; Lesson Plans; Oral Language; Second Language Instruction; Second Language Learning; Skill Development; Teaching Methods; Writing (Composition)

This document is part lesson planner and idea resource and part annotated bibliography of electronic resources. The lesson planner is divided into four parts. Part one, "Tables to Go," contains different tables that can be used for a variety of exercises at all levels of the English-as-a-Second-Language (ESL) classroom. Part two, "Exploring the Internet for Conversation Ideas" provides many ideas for subjects of conversation practice, including mock job interviews and news reporter interviews of newsmakers or witnesses, and can be used at any level of instruction and learner proficiency. Part three provides a number of activities designed to engage students directly in the target language, including such games as "Alphabet Soup," "Grammar Bingo" and "Vocabulary Journal." The final part introduces creative and innovative ways to use student writing to enhance student oral skills. An annotated bibliography of Internet resources is listed by subject. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (KFT)

ED 458 844 FL 801 483

providing work-based education experiences at the universities were identified: (1) centralized for both internships and cooperative education; (2) centralized for cooperative education only; (3) partially centralized; and (4) decentralized. According to estimates from university personnel, 30%-60% of university students participate in some kind of work-based learning experience during their college career. The following were among the study recommendations for improving coordination and communication of internships and cooperative education within Michigan's university system: (1) develop centralized databases at individual universities to provide the information needed to monitor program development; (2) place work-based learning coordinators across university campuses to meet the needs of individual departments while maintaining a better network for communication and coordination; and (3) develop a statewide network to facilitate coordination of work-based learning experiences among employers, students, and university personnel. (Contains 11 references.) (MN)

ED 458 360 CE 081 538

Educating California's Future Nursing Work Force. Report of the Chancellor of the California Community Colleges, the Chancellor of the California State University, the President of the University of California, and the President of the Association of Independent Colleges and Universities to the Governor and Legislature.
PUB DATE- 00
NOTE- 28p.; Report mandated by Assembly Bill (AB) 655 (the "Scott bill"). Produced with the Scott Commission Advisory Committee.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Attitudes; Advisory Committees; Bachelors Degrees; Change Strategies; Clinical Teaching (Health Professions); Community Colleges; *Educational Change; Educational Demand; Educational Finance; *Educational Needs; *Educational Planning; *Educational Policy; Educational Supply; Educational Trends; Financial Support; Futures (of Society); Graduate Study; Higher Education; Labor Market; Labor Needs; Masters Degrees; Needs Assessment; Nurses; *Nursing Education; Policy Formation; Position Papers; *Statewide Planning; Trend Analysis; Universities
IDENTIFIERS- *California; Stakeholders

Officials in charge of California's community colleges and universities worked with an advisory committee consisting of representatives of two- and four-year public and independent colleges to develop a plan to ensure an adequate nursing workforce for California. The group reviewed existing nursing education programs, trends in the health care industry, and changing health care needs. The following were among the group's key findings: (1) because of its changing demographics, California will need an increased number and changed mix of registered nurses (RNs) and specialty nursing services; (2) the acuity of patients in hospitals and the community has increased the demand for highly skilled RNs and additional RNs with bachelors and masters degrees; (3) state-supported nursing programs require additional resources to increase the education of RNs; (4) clinical placement opportunities must be developed before nurse training programs can be expanded significantly; (5) increasing nursing enrollments will require increased financial aid; and (6) California needs a system to address efficient statewide workforce planning and production of RNs.

Researchers; Tutors; *Volunteer Training; Volunteers; *Youth Programs
IDENTIFIERS- Africans; *Australia

This publication presents five reports that represent research conducted by adult educators. "Supporting Adult Educators in Researching Their Practice" (Janelle Davis, Jean Searle) presents results of four action research projects related to developing literacies for disadvantaged groups or groups with special needs. "Towards Mutual Benefits: Integrating and Mentoring Volunteer Tutors into the Everyday Workings of Special Needs Literacy Classes" (David Horton, Marian Horton) reports a study that identified the need for an adapted program/course for these volunteers and program/course content. "Evaluation Report of the Community Literacy Voluntary Tutor Training Program for Youth Workers" (Marya McDonald) reports participants were satisfied but their approach in youth field work was to "fix" clients' short term problems, offering no longer term recognition that the young people needed to access training or programs that would improve their overall literacy/numeracy skill levels. "Preparing Students To Study by Flexible Delivery in the Certificate in Adult General Education (CAGE)" (Luaine Hawkins) reports that while the majority of learners in CAGE say they like to study by flexible delivery, they lack the self-directedness to take advantage of it, and pre-course screening for flexible learning readiness, a preparatory course that targets learning skills necessary for flexible learning, and support during CAGE are required. "Small Action Research Project on English as a Second Language (ESL) Literacy and Pre-Linguistic African Women Refugees" (Jenny Trevino, Jennifer Davids) finds that a language experience approach should underpin the teaching strategies used; the teacher should focus on childhood, familial, cultural, or ceremonial experiences; and sharing these memories could help women's traditional centrality in the family. (Most papers contain references.) (YLB)

ED 458 376   CE 082 487

Dental Assistant. FasTrak Specialization Integrated Technical and Academic Competency (ITAC). Revised.
PUB DATE- 01
NOTE- 13p.; For other FasTrak ITACs, see CE 082 485-494 and CE 082 496.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Allied Health Occupations Education; Competence; *Competency Based Education; Degrees (Academic); *Dental Assistants; Dental Evaluation; Educational Certificates; Graduation Requirements; *Integrated Curriculum; *Job Skills; Labor Force Development; Postsecondary Education; Secondary Education; *State Programs; Statewide Planning
IDENTIFIERS- *Ohio

This document contains an introduction to the Ohio Integrated Technical and Academic Competency (ITAC) and Specialization ITAC; an overview of the dental assistant occupation; a list acknowledging professionals who helped develop the competency list; and the comprehensive list of the professional or occupational competencies deemed essential for graduates to be able to perform proficiently when they graduate from an Ohio specialization workforce development program for dental

PUB DATE- 01
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accountability; *Adult Education; *Evaluation Criteria; *Evaluation Methods; Grading; Performance; Performance Based Assessment; Portfolio Assessment; *Portfolios (Background Materials); Scoring; *Scoring Rubrics; Self Evaluation (Individuals); *Student Evaluation
IDENTIFIERS- *Ohio

Rubrics are tools that formalize the process of evaluation by explicitly stating the criteria to be used for grading. Rubrics help students to evaluate the quality of their work as they progress through a class. They may be very helpful to Ohio adult educators in helping to evaluate the Uniform Portfolio that must be kept on every student within a program, according to the Ohio Performance Accountability System. The benefit of using rubrics is that they allow the instructor to create something unique to local needs, yet fulfill the mandate of having a system that is uniform and consistent. Rubrics can be used to evaluate an individual work or a student's entire body of work. A rubric must be developed before the evaluation begins. Rubrics can take many forms: holistic a set of generalized descriptions what "above average," "average," and "below average" are in the developer's mind; developmental what is being evaluated is put on a continuum of stages; and analytic which allows one to measure something against several different criteria. The process of developing an analytic rubric has several steps. The first step is making a list of desired characteristics. The next is, looking at each characteristic, deciding what "excellent," "above average," "average," and "below average" look like. The last step is weighting each criterion. (YLB)

ED 458 393 CE 082 539

Inman, Patricia L.
An Intellectual Biography of Ivan Illich.
PUB DATE- 99
NOTE- 116p.; Doctor of Education Dissertation, Northern Illinois University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041),Historical Materials (060)
DESCRIPTORS- *Adult Education; Biographies; *Cognitive Processes; Economic Factors; Educational Environment; Educational History; *Educational Philosophy; Epistemology; Experiential Learning; Friendship; Holistic Approach; *Learning Theories; Metaphors; Nonformal Education; *Self Concept; Social Control; *Spirituality
IDENTIFIERS- *Illich (Ivan)

This treatise on Ivan Illich, historian, philosopher, educator, and social critic, has less to do with the details of Illich's life than with his thought over the past three decades. The first section of each chapter (1-3) provides a brief biographical sketch of Illich during the decades 1968-1978, 1978-1988 and 1988-1998 and a discussion regarding the themes of his most well-known works written during each decade. The biographic material provides a context for his thinking, not an

Learning.
PUB DATE- 98
NOTE- 130p.; For volumes 2 and 3, see CE 082 566-567.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Classification; Developing Nations; Educational Mobility; Futures (of Society); *Literacy Education; *Participatory Research; Postsecondary Education; *Research Methodology; Research Problems; Research Projects; *Social Change; Social History; Urban Areas; Wages
IDENTIFIERS- Africa; United States

The four papers in this collection form part of the nucleus of research by a task force of advanced social science doctoral students who were foreign nationals enrolled in Midwestern universities. The first three papers, each a chapter situated within an interdisciplinary context, draw from politics, sociology, and history to define constructs on the process of social change. The last paper applies economic theory to the wage earnings of adults in an urban metropolitan setting. An introduction by Daphne W. Ntiri, providing an overview of the research papers, precedes the chapters. The following four papers are included: "In from the Margins: Challenges, Possibilities and Limitations of Participatory Research" (Derek C. Mulenga); "Adult Education and Social Change: Toward a Typology of USA. Adult Education" (Raymond Familusi); "Africa's Educational Dilemma: Roadblocks to Universal Literacy for Social Integration and Change" (Daphne W. Ntiri); and "Quality of Education and Its Impact on Earning of Adults in Urban Industry-Related Occupations" (Fan Zhang). Each paper includes a list of references. (KC)

ED 458 411 CE 082 566

Ntiri, Daphne W., Ed.
Pedagogy for Adult Learners: Methods and Strategies. Models for Adult and Lifelong Learning.
PUB DATE- 99
NOTE- 162p.; For volumes 1 and 3, see CE 082 565 and CE 082 567.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Academic Persistence; Adult Basic Education; *Adult Learning; *Adult Literacy; Andragogy; *Black Dialects; *Black Education; Blacks; Community Colleges; Cultural Education; Cultural Influences; Culturally Relevant Education; Graduate Study; Literacy Education; Literary Criticism; Mentors; *Metacognition; *Reading Instruction; Reentry Students; School Holding Power; Social Support Groups; Teaching Methods; Theory Practice Relationship; Urban Areas; Womens Education; Writing Instruction

This monograph deals with some issues of how adults learn and ways to enhance teaching, thereby increasing adults' learning gains. The issues are the gaps between theory and practice, participation and retention, and methods and strategies, and the perennial debate about literacy's multiple meanings and their implications. "Participation and Retention Concerns of Black Women Adult Learners" (Juanita Johnson-Bailey) addresses the support and sensitivity to cultural factors that help African Americans continue their education. "Methods for Developing Literacy in Urban Community Colleges" (Carol S. Chadwick) proposes ways to improve reading and writing skills through practice tips for teachers and provides a step-by-step

Additional support provided by the California One-Stop Career Center System Task Force and the U.S. Department of Labor, Employment and Training Administration, Regions I, III, IV, VII, VIII, and IX. For additional modules, see CE 082 597-602.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agency Cooperation; Behavioral Objectives; Classroom Techniques; Cooperative Planning; Coordination; Delivery Systems; Educational Legislation; *Employment Services; Evaluation Criteria; Evaluation Methods; Federal Legislation; Guidelines; Labor Force Development; Learning Activities; Learning Modules; Lesson Plans; Linking Agents; Partnerships in Education; Program Evaluation; Program Implementation; *Program Improvement; *Systems Approach; Teaching Guides; Teaching Methods; Teamwork; *Total Quality Management; Workbooks; Worksheets
IDENTIFIERS- *Continuous Improvement; Job Corps; Malcolm Baldrige National Quality Award; *One Stop Centers; Workforce Investment Act 1998

This document is part of a five-module training package to help employment and training service providers comply with the Workforce Investment Act (WIA) of 1998 and develop a one-stop training and employment services system. It consists of the participant workbook, trainer manual, and activity worksheets for a module on building a process for continuous improvement. The training manual presents a detailed lesson plan that includes step-by-step instructions for using the following tools and techniques to deliver the module: presenting overhead slides; having participants complete exercises; writing information on flip charts; using small group discussions; and using full group discussion. The workbook activities and worksheets are designed to achieve the following objectives: (1) show participants how to design and implement a continuous improvement process consisting of a cycle of four interrelated steps (plan, do, check, act) within a one-stop system; (2) teach participants to use various tools for identifying and analyzing performance problems; (3) teach participants to establish and support process improvement teams; (4) train participants to apply continuous improvement tools (including Pareto diagrams, run charts, scatter diagrams, and fishbone charts) to the collaboration process itself; and (5) have participants draw on the Malcolm Baldridge criteria and Simply Better resource materials. (MN)

ED 458 427 CE 082 602

Kogan, Deborah; Koller, Vinz; Kozumplik, Richalene; Lawrence, Mary Ann
Partnering for Quality under the Workforce Investment Act: A Tool Kit for One-Stop System Building. Summary of Tools.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, DC.
PUB DATE- 99
NOTE- 44p.; With assistance from Kimberly Doyle and Elaine Wood. Additional support provided by the California One-Stop Career Center System Task Force and the U.S. Department of Labor, Employment and Training Administration, Regions I, III, IV, VII, VIII, and IX. For additional modules, see CE 082 597-601.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

being accepting of the gay community and 20 colleges in 15 states that have been identified as being against the expression of alternative lifestyles. (Contains 17 references.) (MN)

ED 458 443 CE 082 631

eLearning Survey: What Is the Extent of eLearning in Europe?
PUB DATE- 01
NOTE- 9p.; Special report on the occasion of the European eLearning Summit (Brussels, Belgium, May 10-11, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Colleges; Computer Assisted Instruction; Conventional Instruction; Delivery Systems; Education Work Relationship; *Educational Demand; *Educational Finance; *Educational Supply; *Educational Trends; Foreign Countries; Futures (of Society); Internet; *Job Training; Online Courses; Postsecondary Education; Private Sector; Program Costs; Public Schools; School Business Relationship; Secondary Education; Small Businesses; State of the Art Reviews; Trainers; Trend Analysis; Universities; Vocational Education; World Wide Web
IDENTIFIERS- *Europe; International Surveys; Work Based Learning

The extent of electronic learning (eLearning) was examined in an online survey to which 650 individuals responded. Of the responses, 84% were from European Union countries; 9% were from elsewhere in Europe; 5.5% were from the rest of the world; and nearly 2% did not specify a country. The types of responding organizations included universities/colleges of further/higher education (21%), private training companies/organizations (18%), public vocational education and training organizations (15%), and private/public organizations with internal and external training services (11%). The responses established that as a part of total training supply revenue, electronic learning is rapidly increasing its share of total materials revenue from around 23% in 1999 to around 38% in 2001, whereas the proportion of all revenue from capital accounted for by electronic learning has remained flat at around 50% between 1999 and 2001. Other findings were as follows: (1) demand for electronic learning and expenditure by training users/purchasers of electronic learning materials are expected to grow rapidly across Europe; (2) electronic learning methods are most common for training in information and communication technologies, management, and new product or service training; and (3) companies with 50 or fewer employees tend to make greater use of electronic learning methods than larger companies do. (MN)

ED 458 444 CE 082 632

Westerhuis, Anneke
European Structures of Qualification Levels: A Synthesis Based on Reports on Recent Developments in Germany, Spain, France, the Netherlands and the United Kingdom (England and Wales). Volume 1. CEDEFOP Reference Series.
PUB DATE- 01
NOTE- 122p.; Authored in cooperation with Richard Koch, Jochen Reuling, Gunter Heitmann, Joan-Anton Bruna, Annie Bouder, Jean Louis Kirsch, Thomas Couple, Joop Nafzger and Tim Oates. For volumes 2 and 3, see CE 082 633-634. Study conducted by CINOP (the Dutch Centre for the Innovation of Education and Training).
LANGUAGE- English

Secondary Education; *Females; *Integrated Services; Intervention; Prevention; Resilience (Personality); *School Psychologists

This paper provides information for school psychologists regarding the necessity and benefits of school-based prevention programming for students at risk for developing eating disorders (i.e., females). School-based programming is a cost-effective means of reaching the largest number of individuals at once and identifying those individuals requiring more intensive intervention services. The educational setting provides an ideal forum for monitoring and for follow-up services. The identifiable risk and protective factors associated with eating disorder symptomatology; the literature base regarding program efficacy; limitations of current models; and need for early school programming are all reviewed. A specifically designed risk and protective model of eating disorder prevention implemented with a sample of young adult females is described. (Contains 1 table and 28 references.) (JDM)

ED 458 463 CG 031 324

Charvat, Jeffrey L.
Patterns of Drug Use: The Role of Dichotomous Conceptualizations.
PUB DATE- 01
NOTE- 12p.; Paper presented at the Annual Conference of the American Psychological Association (109th, San Francisco, CA, August 24-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Behavior Patterns; Concept Formation; Drug Abuse; *Drug Use; Guidelines; *Misconceptions; Prevention; Substance Abuse
IDENTIFIERS- Set (Psychological)

The popular conception of illegal drug use as inevitably pushing users toward compulsive drug abuse, and the ideological stance that drug use is a moral weakness, are offered by many as justification for punitive drug control. Challenging this view are the research on "set and setting" as determinants of the consequences of drug use, and the harm reduction movement that aims to ameliorate the potentially negative impact of drug use. One implication of these alternative approaches is that adults may be at increased risk for developing harmful patterns of drug use if their conceptualizations of the nature of illegal drug use exclude the possibility of controlled use as one possible pattern. The present study was designed to address these possibilities by investigating the relationship between how adults think about illegal drug use and their patterns of drug use. The hypotheses tested were that adults who possess a dichotomous conceptualization of the nature of illegal drug use and those who express less acceptance for using guidelines for drug use are at increased risk of developing harmful patterns of drug use. Results and recommendations for future research are discussed. Appended are tables with study's results. (JDM)

ED 458 464 CG 031 325

Campbell, David
The History and Development of the Campbell Interest and Skill Survey (CISS).
PUB DATE- 01
NOTE- 24p.; Paper presented at the Annual Conference of the

(070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Counseling; *Career Information Systems; Computer Mediated Communication; *Internet; Skill Analysis

Counselors today have a variety of choices when working with clients. They are challenged to select the most timely and cost effective ways to work with clients. SkillScan Online is a self-directed process that enables clients to assess skills and competencies, explore career options, and plan skill development activities to keep pace with the changing work demands. SkillScan Online was designed for use in a variety of settings including colleges, adult career centers, and military transition centers. This online skills assessment offers clients a tool that does not require the physical presence of a counselor. It gives them the opportunity to identify and review potential career options prior to counseling. The effective use of this program in this fast-paced job market puts effective skill identification in the client's hands. (JDM)

ED 458 486 CG 031 360

Berg-Kolin, Helene; Krueger, Gretchen; Thomas-Clark, Cheryl; Finck, Brian
The Majors Fair: Helping College Students Decide on Majors.
PUB DATE- 01
NOTE- 12p.; In: "Staying Innovative and Change-Focused in the New Economy"; A Collection of Special Papers Generated for the 2001 International Career Development Conference (Seattle, WA, November 7-11, 2001); see CG 031 356.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Advising; Career Choice; *Career Counseling; Decision Making; *Departments; Exhibits; Higher Education; *Majors (Students); Mentors; Student Needs; Student Personnel Services; *Undergraduate Students
IDENTIFIERS- California State University Northridge

The Majors Fair is a campus event that showcases academic departments and programs for undergraduate college students deciding majors and minors. Including elements of career counseling, academic advising, and peer mentoring, the purpose of the Majors Fair is to provide information needed for decision making through easy access to faculty, staff, advisors, and committed students in a convenient one-stop setting. It also includes representatives from essential student service areas on campus such as the Career Center and Counseling with the goal of promoting awareness and use of such services. This paper provides an overview of the Majors Fair as it exists at California State University, Northridge with general event-planning guidelines applicable to other college and university campuses. Appendix A is California State University Northridge (CSUN) Majors Fair Planning Timeline. (JDM)

ED 458 487 CG 031 361

Chope, Robert C.
Exploration of the Emotional Avenues of Career Change.
PUB DATE- 01
NOTE- 11p.; In: "Staying Innovative and Change-Focused in the New Economy"; A Collection of Special Papers Generated for the 2001 International Career Development Conference (Seattle, WA,

the 11th and 12th grades. (Author/JDM)

ED 458 509 CG 031 400

Sanborn, Fred W.; Barnett, Mark A.
Counselors' Perceptions of Court-Referred and Non Court-Referred Drug Clients.
PUB DATE- 01
NOTE- 9p.; Paper presented at the Annual Conference of the American Psychological Association (109th, San Francisco, CA, August 24-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counseling; *Counselor Attitudes; *Counselor Client Relationship; Court Litigation; Helping Relationship; Illegal Drug Use; *Referral; Social Cognition
IDENTIFIERS- *Preference Patterns

Despite the growing number of court-referred drug clients, there has been little systematic investigation into how these clients compare to non court-referred drug clients. This study investigates counselors' perceptions of their clients. It was hypothesized that court-referred clients would generally be perceived less favorably than non court-referred clients. A total of 56 practicing drug counselors completed the counselor questionnaire, which was designed especially for this study. Analyses revealed that drug counselors generally perceived court-referred clients less favorably than noncourt-referred clients. However, on some variables this pattern was significant only in regard to the beginning of counseling. This suggests counselors may see court-referred clients as at a disadvantage at the beginning of counseling, but able to "catch up" to their noncourt-referred counterparts by the time counseling is completed. If the perceptions outlined here are accurate, there are important differences between court-referred and non court-referred clients that perhaps should be addressed in counseling. Also, counselors who are not consciously aware of the general preference that seems to exist for non court-referred clients may unwittingly display preferential (or even prejudicial) treatment for one particular group of clients over the other. (JDM)

ED 458 510 CG 031 401

Selden, J. J.; Pospisil, T. S.; Devaraju-Backhaus, S.; Bradley, J.; Michael, D. D.; Golden, C. J.
An Examination of the Constructs Measured by Parent Behavioral Reports.
PUB DATE- 01
NOTE- 9p.; Paper presented at the Annual Conference of the American Psychological Association (109th, San Francisco, CA, August 24-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attention Deficit Disorders; *Children; Counseling; Evaluation Problems; Measures (Individuals); Parents; Personality Assessment; *Psychological Services; *Psychological Testing; *Redundancy; *Test Interpretation; Testing Problems
IDENTIFIERS- Child Behavior Checklist; Personality Inventory for Children

Parents are often asked to complete behavioral checklists and

Site; Textbook Evaluation; Reading Standards across Disciplines; Literacy Time Line; "Reading Reminders" Table of Contents; California Language Arts Content Standards (Grades 9-10); and California Language Arts Standards (Grades 10-11). (NKA)

ED 458 530　　CS 014 493

Goss, Gail
Teaching with Cats: Integration of Children's Interests and Literature To Enhance Reading Comprehension.
PUB DATE- 01
NOTE- 12p.; Paper presented at the Annual European Reading Conference (12th, Dublin, Ireland, July 1-4, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bibliographies; *Childhood Interests; *Childrens Literature; Class Activities; Elementary Education; *Interdisciplinary Approach; Learning Activities; *Literary Genres; *Reading Comprehension; Reading Skills; *Reading Strategies; Thematic Approach
IDENTIFIERS- Cats; *Trade Books

This paper discusses and demonstrates how to use children's interests combined with children's literature to make learning easier. According to the paper, the concept is to choose an area that excites children, one where they already have a developed schemata or knowledge base, then to use children's trade books about that topic to teach the skills and strategies that build stronger readers. The paper uses the theme of a love of cats as an example of an interdisciplinary approach to teach a variety of reading skills, strategies, and genre and opines that this same approach is effective with any topic that interests children. It lists the benefits of using an interdisciplinary teaching approach and provides examples of how to accomplish this approach. It then outlines several literary genres--fantasy, realistic fiction, poetry, content information--and provides some examples and activities which can be adapted to different grade levels by changing the materials and directions. The paper concludes by summarizing key points when using an interdisciplinary approach. (Contains 7 references and an extensive bibliography of "cat books" in various genres. Lists 7 web sites.) (NKA)

ED 458 531　　CS 014 494

Compan, Boonlert; Iamsupasit, Sompoch; Samuels, Jay
Effect of Repeated Reading and Self-Directed Behavior on Reading Skills and Generalization of the Reading Skills of Third-Grade Hill Tribe Students.
PUB DATE- 01
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Variance; Bilingualism; Foreign Countries; Grade 3; Primary Education; Reading Research; *Reading Skills; *Reading Strategies; Student Needs
IDENTIFIERS- Reading Fluency; *Repeated Readings; *Self Direction; Thailand; Variables

A study tested a method for developing reading fluency with third-grade Hill Tribe children in a welfare school in Chiang Mai, a nations as compared to attempting a peaceful solution, or emphasizing capital punishment for major crimes. The paper finds that critical thinking and creative thought should be emphasized for students who read about current events and that to deal with current issues, students need to do much reading and studying. (NKA)

ED 458 552 CS 014 521

van den Broek, Paul
The Role of Television Viewing in the Development of Reading Comprehension.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Early Childhood Education; *Emergent Literacy; Longitudinal Studies; *Reading Achievement; *Reading Comprehension; Reading Research; *Television Viewing; *Young Children
IDENTIFIERS- Minnesota (Twin Cities)

Given the central role of television in most children's lives, it is important to understand its potential positive and negative effects on a variety of cognitive, academic, social, behavioral, and attitudinal outcomes. A study aims to explore the relation between early television viewing and later reading achievement. Motivating the research is the growing evidence that young children's attention to and comprehension of television is more sophisticated than previously thought. Although preschoolers have some difficulty understanding full-length adult programs, they are adept at making sense of televised segments produced specifically for their age group. Results of recent research suggest that there is considerable overlap between the comprehension processes that take place during reading and those in prereading television viewing. Present research uses a longitudinal design in which media habits, various kinds of television and text comprehension skills, and background variables for children at three time periods spaced two years apart are assessed. To date, 28 preschool four-year-olds and 95 first grade six-year-olds in the Minneapolis area have been tested. Participants view televised programs (episodes of "Rugrats") and then complete a range of comprehension tasks. In addition, they receive a series of comprehension and early literacy tests. Preliminary results reveal that although both groups perform better on the television memory and comprehension test than on the test of aural story memory and comprehension, individual differences are highly consistent across media. Performances on the memory and recall tasks were very strongly related. Once data collection is completed, other analyses will be conducted. (Contains 30 references.) (NKA)

ED 458 553 CS 014 523

Blair, Leslie
Reading across the Region. Topics in Early Reading Coherence.
PUB DATE- 01
NOTE- 9p.; Reprinted from SEDLetter: Unlocking the Future: Early Literacy," March 1999, Volume 11, Number 1.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

ninez entre el nacimiento y los 5 anos. El reto: A leer, America! (Ready--Set--Read! For Caregivers: Early Childhood Language Activities for Children from Birth through Age Five. America Reads Challenge).
PUB DATE- 97
NOTE- 109p.; For the English version, see ED 406 669. For the Spanish version for families, see CS 014 565. Appended are a 1998-1999 calendar of activities and a poster.
LANGUAGE- Spanish
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Caregiver Child Relationship; Caregiver Role; *Early Childhood Education; *Language Acquisition; Learning Activities; Reading Instruction; Reading Processes; *Skill Development; Writing Instruction; Writing Processes; *Young Children
IDENTIFIERS- *America Reads Challenge

This Ready--Set--Read Kit includes an activity guide for caregivers, a 1997-98 early childhood activity calendar, and an early childhood growth chart. The activity guide presents activities and ideas that caregivers (family child care providers and the teachers, staff, and volunteers in child development programs) can use to help young children learn about language. The activity guide also divides activities into 4 age groups: young babies (birth to 8 months); crawlers and walkers (8 to 18 months); toddlers (18 to 36 months) and preschoolers (3 to 5 years). The activity guide concludes with a list of reading and writing play materials, the 40-item American Library Association's Suggested Book List for Young Readers, and 13 additional resources. The calendar is filled with helpful tips and special activities that promote reading and language skills for young children. The growth chart measures children's height and language development, and gives age-appropriate activities to promote language development for young children. (RS)

ED 458 574 CS 014 565

En sus marcas--Listos--A leer! Para las familias: Actividades de lenguaje para la primera infancia y ninez entre el nacimiento y los 5 anos. El reto: A leer, America! (Ready--Set--Read! For Families: Early Childhood Language Activities for Children from Birth through Age Five. America Reads Challenge).
PUB DATE- 97
NOTE- 105p.; For the English version, see ED 406 668. For the Spanish version for caregivers, see CS 014 564. Appended are a 1998-1999 calendar of activities and a poster.
LANGUAGE- Spanish
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Early Childhood Education; *Language Acquisition; Learning Activities; *Parent Child Relationship; Reading Instruction; Reading Processes; *Skill Development; Writing Instruction; Writing Processes; *Young Children
IDENTIFIERS- *America Reads Challenge

This Ready--Set--Read Kit includes an activity guide for families, a 1997-98 early childhood activity calendar, and an early childhood growth wallchart. The activity guide presents

ED 458 594 CS 217 706

Gruber, Helmut
Young Economists and Lawyers Learn How To Write an Academic Text.
PUB DATE- 01
NOTE- 12p.; Paper presented at the International Conference of the European Association for the Teaching of Academic Writing across Europe (1st, Groningen, Netherlands, June 18-20, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Discourse; *Audience Awareness; Comparative Education; *Content Area Writing; Foreign Countries; Higher Education; Professional Development; *Professional Training; Program Descriptions; *Revision (Written Composition)
IDENTIFIERS- Microsoft PowerPoint

A compulsory trainee program for new staff members at the Vienna Business University was established in the academic year 1998/99. In the course of this program new staff members are prepared in the following three areas of their work: research work in their department, especially dissertation writing; teaching classes; and administrative skills. Most trainees hold a Master's degree in their respective fields--these lecturers are required to finish their dissertations within two years to get the chance for a tenured position. Trainees' expectations of the academic writing program range from getting help to overcome writing blocks to general questions of academic research to detailed questions which arise in the context of writing their dissertations. This paper focuses on three issues which are related to the academic writing program: the overall structure and the general didactic concept of the program; the problem of choosing relevant sample texts for exercises for a diverse audience; and the problem of conveying linguistic concepts to an audience of non-linguists. The paper explains that the program's main aim is to equip participants with linguistic skills to enable them to revise a first draft of a text on the micro and macro textual levels, and that the reason for this foregrounding of revising skills is not only the program's tight time frame but also the varied disciplinary background of the participants which makes it difficult to deal with content related aspects of text planning. According to the paper, the most important prerequisite for conveying discipline-specific scholarly concepts in a practice-oriented context is the courage to simplify them, while a second aspect of the course's success or failure is the type of presentation of course materials--a PowerPoint presentation, for example, offers the advantage of animation, making it easier to develop certain definitions in a series of slides. (Contains 12 references.) (NKA)

ED 458 595 CS 217 711

Michaels, Judith Rowe
Dancing with Words: Helping Students Love Language through Authentic Vocabulary Instruction.
PUB DATE- 01
NOTE- 151p.; Foreword by Richard Lederer.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- British National Curriculum; Case Studies; *Content Area Writing; Elementary Secondary Education; *Writing Achievement; *Writing (Composition); *Writing Instruction; Writing Research

A case study explored the issue of writing at transition, by describing the types of writing tasks a group of four pupils did at the end of Year 6, and at the beginning of Year 7. The range of writing activities has not changed much in the last 20 years, in spite of the introduction of the National Curriculum. The data indicate a mismatch of expectation at transition among teachers, pupils, and parents about the teaching and uses of writing. Concludes: (1) in spite of 10 years of the National Curriculum, there does not appear to be a significant change in the range and types of writing that pupils use in primary and secondary schools; (2) the teaching of genres is patchy and often does not happen, though in some subject areas pupils were taught how to write in a particular genre; and (3) if the concern is to raise standards, there appears to be a need for a more explicit, shared model of writing across the curriculum, and between phases, to enable students to master those genres of writing that will enable them to be successful in different subjects. (Contains 39 references.) (RS)

ED 458 615 CS 217 738

Lucas, David M.
Our Grandmother of the Shawnee: Messages of a Female Deity.
PUB DATE- 01
NOTE- 25p.; Paper presented at the Annual Meeting of the National Communication Association (87th, Atlanta, GA, November 1-4, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indian Culture; Cultural Influences; *Folk Culture; *Religion; *Spirituality
IDENTIFIERS- Shawnee (Tribe)

Principles of narrative analysis provide the foundation for a study of messages from the Shawnee female deity. The Shawnee hold a unique theological conception of their Creator, a female deity known as "Our Grandmother." The purpose of this study is to investigate the origin and nature of the Shawnee female deity and reveal mediums of communication She has used to communicate with Her Shawnee people. This study provides an overview of Shawnee narratives, folklore, and spiritual beliefs. A major goal of this paper is to investigate Her unique messages to the Shawnee and the powerful impact Her words have had on Shawnee culture. The paper demonstrates the Shawnee female deity, "Our Grandmother," had four separate, discernible message revelation techniques for chosen Shawnee individuals and four general message revelation techniques for Her grandchildren, the Shawnee people. (Contains 22 references.) (Author/RS)

ED 458 616 CS 217 739

Bus, Adriana G.; Both-de Vries, Anna; de Jong, Marga; Sulzby, Elizabeth; de Jong, Willemieke; de Jong, Ellie
Conceptualizations Underlying Emergent Readers' Story Writing.

NOTE- 18p.; Paper presented at the Annual Meeting of the National Communication Association (87th, Atlanta, GA, November 1-4, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Debate; Educational Objectives; Educational Research; *Evaluation Criteria; *Evaluation Methods; Higher Education; *Judges; *Student Evaluation
IDENTIFIERS- Debate Tournaments; *Extemporaneous Speaking; *Impromptu Speeches

The goal of forensics is to teach students the complexity and impact of communication on the human condition. The ballot is the key to the educational process within the competitive realm of forensics. The judge is both an adjudicator and a teacher within each round, and, therefore, ballots should provide students with comments indicating reasons for the judges' decisions; strengths and weaknesses of the student's abilities; and strengths and weaknesses of the student's selection/material. Ballot comments in limited preparation events (extemporaneous speaking and impromptu speaking) provide a unique context for analysis. Data are from ballots written by judges during the 2000-2001 intercollegiate competitive season. Ballots were gathered after the completion of the season and are from a number of schools throughout the upper Midwest. The method used was based on Cary and Rodier's (1987) approach and Krippendorf's (1980) syntactical method of unit analysis. Evaluated were 110 ballots written for students competing in extemporaneous speaking. Eight primary categories were chosen, in hierarchical order, according to number of comments elicited: analysis; delivery; organization; sources; introduction; time; question; and miscellaneous. Also evaluated were impromptu speaking comments, and seven categories were generated: analysis; delivery; time; structure; introduction; quotation; and miscellaneous. Two major concerns were identified as illuminated by the data: the issue of "canned" speeches in extemporaneous speaking, and lack of an RFD (reason for decision) in impromptu speaking. An inordinate number of judges indicated they believed extemporaneous speeches were "canned," while not one ballot analyzed in impromptu speaking provided an RFD. (Contains 34 references.) (NKA)

ED 458 635 CS 510 647

Rouzie, Albert
Electronic Discourses in a Graduate Seminar: MOO Conferences as Liminal Discursive Spaces.
PUB DATE- 01
NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (52nd, Denver, CO, March 14-17, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Discourse; *Computer Mediated Communication; English Departments; *Graduate Students; Graduate Study; Higher Education; *Seminars; *Writing Instruction
IDENTIFIERS- *MOOs; Ohio University; Power Relations; Turner (Victor)

Power relations between professors and graduate students are sciences and social sciences, students cannot master a full range of composition skills. (Contains 24 references.) (NKA)

ED 458 656 CS 510 670

Bunz, Ulla K.
Usability and Gratifications--Towards a Website Analysis Model.
PUB DATE- 01
NOTE- 27p.; Paper presented at the Annual Meeting of the National Communication Association (87th, Atlanta, GA, November 1-4, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Comparative Analysis; Higher Education; Pilot Projects; Protocol Analysis; User Needs (Information); *User Satisfaction (Information); *World Wide Web
IDENTIFIERS- Uses and Gratifications Research; *Web Sites

This paper discusses Web site usability issues. Specifically, it assumes that the usability of a Web site depends more on the perception of the user than on the objectively assessable usability criteria of the Web site. Two pilot studies, based on theoretical notions of uses and gratifications theory and similar theories, are presented. In the first study, experts evaluated three Web sites on the national park, Mesa Verde, in a more formal approach based on criteria defined in the literature. In the second study, non-experts (eight undergraduate students in a Basic Communication course) evaluated the same three Web sites in a more informal and personal approach, using concurrent, or "thinking aloud," verbal protocol methods. Results show that overall assessment of the Web sites differs between experts and non-experts. Specifically, overall the Web site assessed as worst by the experts was liked most by the non-experts. Cognitive and emotional needs as defined by uses and gratifications seemed to make more of a difference with regard to Web site use, and less with regard to Web site evaluation. Results from these studies provide the basis for a user-centered Web site analysis model that may make use of but not depend on usability criteria defined by the literature. (Contains 82 references, 7 Web sites used/quoted in footnotes, 4 notes, and 2 tables of data. The survey instrument is attached.) (Author/RS)

ED 458 657 CS 510 671

Bunz, Ulla K.; Sypher, Howard E.
The Computer-Email-Web (CEW) Fluency Scale--Development and Validation.
PUB DATE- 01
NOTE- 31p.; Paper presented at the Annual Meeting of the National Communication Association (87th, Atlanta, GA, November 1-4, 2001). Previous version of paper contributed to the Annual German Online Research Conference (4th, Goettingen, Germany, May 17-18, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Electronic Mail; Higher Education; *Information Literacy; Information Skills; Information Technology; Reliability; Self Evaluation (Individuals); Validity; *World

is founded on basic research on bullying and victimization by peers. It includes the following three components: (1) explicit anti-harassment school policy; (2) instruction for all students to help them understand the policy and develop conflict-resolution skills; and (3) case-by-case staff mediation that reinforces both school policy and instruction. Violence-prevention approaches that have limited efficacy include the implementation of physical safety measures, zero-tolerance policies, and programs designed for at-risk youth. Approaches should enhance psychological safety in addition to physical safety, include instructional programs aimed at changing social norms and developing mediation skills, involve all students instead of only the problematic ones, and be preventive instead of reactive. (Contains 21 references.) (RT)

ED 458 678 EA 031 389

Gittins, Naomi E., Ed.
Religion & Public Schools: Striking a Constitutional Balance. Revised Edition.
PUB DATE- 01
NOTE- 243p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Boards of Education; Conflict Resolution; *Constitutional Law; *Court Litigation; Educational Facilities; Elementary Secondary Education; Federal Courts; Laws; *Public Schools; *Religion; Religious Factors; School Law; School Prayer; *State Church Separation; State Courts; Student Rights
IDENTIFIERS- Religious Freedom

This document provides comprehensive analysis of new key developments in the law regarding the proper relationship between religion and public schools. There are 12 chapters: (1) "The First Amendment and Public Schools: Overview of the Religion Clauses" (John Walsh, Dorine Lawrence-Hughes, and Usi N. Botros); (2) "Prayer on Campus: Thirty Years of Litigation and Counting" (Lisa A. Brown); (3) "Invocations at School Board Meetings" (Spencer E. Covert and Barbara J. Ginsberg); (4) "Accommodation of Student Religious Expression and Practices" (Cynthia Lutz Kelly); (5) "Accommodation of School Employee Religious Expression and Practices" (Andrew Ramzel); (6) "The Equal Access Act and Student Religious Groups" (Stephen S. Russell); (7) "From Equal Access to Distribution of Religious Material: A Constitutional Conversion?" (Stephen S. Russell and Melinda B. Kaufmann); (8) "Use of School Facilities by Outside Religious Groups" (Norman H. Gross); (9) "Public Aid to Parochial Schools: An Update" (Jay Worona and Patricia Gould); (10) "Religious Challenges to School Curriculum and Instruction" (Christopher B. Gilbert); (11) "Home Schooling" (David B. Rubin and Perry A. Zirkel); (12) "Beyond Litigation: The Use of Alternative Dispute Resolution To Prevent and Resolve Religious Disputes in Public Schools" (David S. Doty). Appendices include questions and answers concerning religious holidays in public schools, religion in the public school curriculum; the Equal Access Act and public schools; the text of the Equal Access Act; a chart on public aid to religious schools; U.S. Department of Education guidelines on religious expression in public schools; a statement of principles concerning religious liberty, public education, and the future of American democracy; U.S. Department of Education guidance on the Supreme Court's decision in "Agostini v. Felton" and Title I; and lists of resource publications and Web sites. (RT) it relates to remediation activities offered during intersessions and whether these activities met academic needs; and (3) as it relates to satisfaction with enrichment activities offered during intersession. Interviews were conducted with parents of year-round students, staff members who teach at the school, and the students who attend the school. The results show that all those interviewed were pleased with the enrichment activities during intersession, even those participants with negative feelings toward certain aspects of intersession. Teachers expressed concerns in regards to the remedial procedures used during intersession, stating that intersession did not meet the academic needs of the students. Most of the participants interviewed expressed a desire to return to the traditional calendar. Appended are: Intersession Forms and Photographs of Events. (Contains 11 references.) (RJM)

ED 458 697 EA 031 410

McHenry, W. E.; Achilles, C. M.
A District Level Planning Model.
PUB DATE- 02
NOTE- 24p.; Paper presented at the Annual Meeting of the American Association of School Administrators (San Diego, CA, February 15-17, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Board of Education Policy; *Educational Planning; Elementary Secondary Education; Goal Orientation; *Long Range Planning; Models; *School Policy; *Strategic Planning
IDENTIFIERS- *South Carolina

This report examines school district planning models in South Carolina. It focuses on three questions: (1) Of those school districts conducting some type of systematic planning, how many are producing strategic plans? Long-range plans? Accountability reports? (2) In those same districts, how many are preparing adequate program-management documents? And (3) What key planning components for both a comprehensive strategic plan and program-management model are generally absent in plans currently developed in K-12 school districts in the state? All 81 districts in the state were surveyed; 27 districts responded. The results reveal a minimal understanding of the structure and effect of planning. Fully 96 percent of responding districts' planning initiatives were deemed inadequate in meeting even the broadest interpretation of strategic planning. It was evident that the catalyst for most district-level planning efforts was state law. Overall, it appears that effective planning at the district level was limited, at best. There was a lack of understanding of the elements of planning, which was complicated by the inadequate preparation and training of district superintendents and their supporting staffs. The report deduces that certain inefficiencies in district-level education can be traced directly and indirectly to an almost universal lack of adequate planning. A district-level planning model is provided. (RJM)

ED 458 698 EA 031 411

Creighton, Theodore B.
Towards a Leadership Practice Field: An Antidote to an Ailing Internship Experience.

ED 458 717 EA 031 436

What Schools for the Future? Education and Skills.
PUB DATE- 01
NOTE- 246p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Change; *Educational Development; Educational Environment; Educational Policy; Educational Technology; *Educational Trends; Elementary Secondary Education; Foreign Countries; *Futures (of Society); Governance; Lifelong Learning; Parent Attitudes; Relevance (Education); Teacher Attitudes; Youth

What will schools look like in the future? What big trends are most influential in shaping education and how might these unfold in coming years? What policy questions need to be tackled today for desirable pathways into the future to become more likely? Four chapters in part 1 address these questions. Chapter 1 examines the "driving forces" in the wider environment of schooling, reviewing key economic, social, cultural, and policy trends, and discussing some of their educational implications. Chapter 2 focuses more closely on developments in educational systems and schools themselves. Chapter 3 present scenarios constructed through the "Schooling for Tomorrow" project for school systems over the next 10 to 20 years, grouped into "status quo," "re-schooling," and "de-schooling" futures. Chapter 4 reviews the main arguments, identifies implications for lifelong learning, and identifies questions for and tensions among the policies for the long-term development of schooling. Part 2 consists of contributions from eight international experts who look with different perspectives at the challenges facing schools today and tomorrow. Both parts conclude with a list of references. (Author/RT)

ED 458 718 EA 031 437

Ferguson, Dianne L.; Ralph, Ginevra; Meyer, Gwen; Lester, Jackie; Droege, Cleo; Guojonsdottir, Hafdis; Sampson, Nadia Katul; Williams, Janet
Designing Personalized Learning for Every Student.
PUB DATE- 01
NOTE- 146p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Attention Deficit Disorders; *Change Strategies; Curriculum Design; *Curriculum Development; Disabilities; Diversity (Student); Elementary Secondary Education; *Individualized Education Programs; *Individualized Instruction; Individualized Reading; Student Needs; Student Problems

Students are more diverse than ever before in cultural background, learning style and interests, social and economic classes, and abilities and disabilities. This diversity replaces the old statistically derived, bell-shaped curve that uncompromisingly identifies some students as "inside" and other as "outside." With this shift in norm definition, a parallel shift in teacher work becomes possible. This book proposes a

Ferguson, Phil
On Infusing Disability Studies into the General Curriculum. On Point...Brief Discussions of Critical Issues in Urban Education.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 01
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Attitude Change; *Attitudes toward Disabilities; Class Activities; Curriculum; *Curriculum Design; *Disabilities; Disability Discrimination; Elementary Secondary Education; *Learning Activities; Negative Attitudes; Peer Relationship; *Social Cognition; *Stereotypes; Urban Schools

Part of a series on critical issues in urban education, this booklet discusses the need to incorporate discussions of the meaning and experience of disabilities into the course of study for all children. Eight reasons why educators should teach about disabilities are presented and 17 ways to infuse disabilities into curriculum across age levels are provided, including: (1) have adults with disabilities come to class to talk about their lives; (2) have students do accessibility surveys; (3) have students write stories about people with disabilities; (4) incorporate and discuss stories that have disability themes; (5) have children do interviews with individuals with disabilities; (6) have students write an essay on stereotypes; (7) show students informational videos about eugenics; (8) have students write biographies of individuals with disabilities; (9) have students learn American Sign Language signs; (10) have students learn the alphabet in Braille; (11) take students to a museum and look for things about disability; (12) have students prepare photo essays; (13) teach students about different brain functions; (14) have students design assistive devices; (15) have students surf the Web for disability resources; and (16) have students design a new graphic symbol to signify disability. Additional resources are listed. (CR)

ED 458 738 EC 308 684

Wilder, Lynn K., Ed.; Black, Sharon, Ed.
Integrating Technology in Program Development for Children/Youth with E/BD.
PUB DATE- 01
NOTE- 53p.; Some figures are not available from ERIC. Project PEGS funded by a Georgia State Improvement Grant from U.S. Department of Education, Office of Special Education Programs (H323A990012; H32N990015); University of Georgia Developmental Therapy-Teaching Programs, College of Family and Consumer Sciences; and Development Therapy Institute, Inc.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Behavior Disorders; *Behavior Modification; *Computer Assisted Instruction; Computer Uses in Education; Computers; Educational Strategies; *Educational Technology; Elementary Secondary Education; *Emotional Disturbances; *High Risk Students; Hypermedia; Inservice Education; Interactive Video; Kinesthetic Methods; Multimedia Instruction;

*Educational History; *Educational Practices; *Educational Trends; Elementary Secondary Education; Evaluation Methods; *Federal Legislation; *Learning Disabilities; Student Evaluation
IDENTIFIERS- Individuals with Disabilities Education Act

Although the federal government's involvement in learning disabilities through task forces, legislation, and funding has been evident only since the 1960s and 1970s, the roots of learning disabilities can be traced back to the early 1800s. Learning disabilities are one of the newest categories officially recognized by the U.S. Department of Education, but the origins of the concept are long-standing. This paper summarizes a report that investigates the history of learning disabilities and divides this history into five periods: European Foundation Period (1800 to 1920); U.S. Foundation Period (1920 to 1960); Emergent Period (1960 to 1975); Solidification Period (1975 to 1985); and Turbulent Period (1985 to 2000). It argues that during the most recent period, circumstances have solidified the field while several issues have also threatened to tear the field apart. It points out that from 1976-77 to 1998-99, the number of students identified as having a learning disability has doubled to more than 2.8 million, representing just over half of all students with disabilities. Controversies over identification and inclusion are discussed. The paper also discusses research advances that have resulted in breakthroughs in knowledge about how children learn to read and what constitutes effective reading programs. (CR)

ED 458 757 EC 308 705

Jenkins, Joe; O'Connor, Randi
Early Identification and Intervention for Young Children with Reading/Learning Disabilities. Executive Summary.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 01
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beginning Reading; Decoding (Reading); *Early Intervention; Elementary Education; Incidence; *Learning Disabilities; *Phonics; Phonology; Predictor Variables; Primary Education; Reading Comprehension; *Reading Difficulties; *Reading Instruction; Reading Rate; *Reading Strategies

This executive summary discusses our current understanding of the difficulties that children with reading/learning disabilities encounter as they start down the road to reading and summarizes research on early identification and intervention. The focus is on children in kindergarten through second grade. Findings from the analysis indicate: (1) the less efficient word reading of students with reading disabilities (RD) overloads working memory and undermines reading comprehension; (2) early identification of children most likely to encounter reading problems may constitute the first step in reducing incidence and severity of reading disabilities; (3) individual differences in prereaders' phonological awareness are among the best predictors of later reading success; (4) targeted phonemic awareness instruction with prereading children leads to significant gains in phonological awareness and in word-level reading skills; (5) when both phonetic awareness and decoding instruction are incorporated into a reading program,

ED 458 776 EC 308 729

Wilder, Lynn K., Ed.; Black, Sharon, Ed.

Integrating Technology in Program Development for Children and Youth with Emotional or Behavioral Disorders. Fourth CCBD Mini-Library Series: Addressing the Diverse Needs of Children and Youth with Emotional/Behavioral Disorders--Programs That Work.

PUB DATE- 02

NOTE- 74p.; Lyndal M. Bullock and Robert A. Gable, Series Editors.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - General (020)

DESCRIPTORS- *Behavior Disorders; *Computer Uses in Education; Educational Practices; *Educational Technology; Elementary Secondary Education; *Emotional Disturbances; Individualized Instruction; Intervention; Research and Development; Validated Programs

This monograph presents research-based solutions to the integration of technology in programs serving students with emotional and/or behavior disorders. Chapters include: (1) "Introduction: Technology, the Great Equalizer" (Lynn K. Wilder) which considers challenges and solutions to the technology challenge; (2) "Project PEGS! Interactive CDs for Practice in Effective Guidance Strategies" (Mary M. Wood and others) which reports on the CD-ROM development process, formative evaluation activities, the field impact study, and the project's results indicating increased teacher effectiveness in behavior management; (3) "Using Interactive Media To Teach Behavior Intervention Planning" (Carl J. Liaupsin and others) which describes the development of five interactive computer-based training modules to help schools provide multiple levels of positive behavioral support to students; (4) "Delivering Proven and Practical Interventions through Technology" (Ray Beck) which describes RIDE (Responding to Individual Differences in Education), a model and collection of tactics designed to assist teachers in accommodating the individual needs of most students and available on CD-ROM and the Internet; (5) "Increasing Reading and Language Skills with PowerPoint (Francie Murry) which describes the use of PowerPoint presentation templates to improve student reading and writing skills; and (6) "Developing Untapped Talents and Fostering Success with Hypermedia" (Matthew J. Mayer and Peter E. Leone) which reviews the research on use of hypermedia in education. (Contains 65 references.) (DB)

ED 458 777 EC 308 730

Campbell-Whatley, Gloria D.; Gardner, Ralph, III

Strategies and Procedures for Designing Proactive Interventions with a Culturally Diverse Population of Students with Emotional or Behavioral Disorders and Their Families/Caregivers. Fourth CCBD Mini-Library Series: Addressing the Diverse Needs of Children and Youth with Emotional/Behavioral Disorders--Programs That Work.

PUB DATE- 02

NOTE- 35p.; Lyndal M. Bullock and Robert A. Gable, Series Editors.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Behavior Disorders; *Cultural Differences;

influences the process of interpreting. The aim of this article is to show how the interpreter, as a low-knowledge individual, manages to establish unhampered communication between participants of a discussion speaking different languages; how he or she manages to produce a coherent bilingual text of a discussion. (KFT)

ED 458 799   FL 026 948

The Common Curriculum Framework for International Languages: Six-Year Program (Grade 7 to Grade 12). Western Canadian Protocol for Collaboration in Basic Education, Alberta Version.
PUB DATE- 01
NOTE- 78p.; For a kindergarten-grade 12 curriculum, see ED 456 654.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Course Content; Curriculum Development; *Curriculum Guides; Foreign Countries; Instructional Materials; *Second Language Instruction; Second Language Learning; Secondary Education
IDENTIFIERS- Alberta; Canada

The Common Curriculum Framework for International Languages, Six-Year Program (Grade 7 to Grade 12), including this Alberta version of it, was developed through the cooperative efforts of the provinces of Alberta, Manitoba, and Saskatchewan. This framework provides a 6-year program for foreign language courses from middle school through high school. It is intended to be used for instruction in languages other than English, French, and Canadian Aboriginal languages--languages which are covered by other Canadian federal and provincial curricula. The 10 page introduction of this document provides a background, rationale, for foreign language learning. It also discusses assumptions and various effective language learning and conceptual models, as well as the organization of this framework. The Six-Year program is broken down into sections on applications, language competence, global citizenship, and learning strategies. There are also 5 appendices: "Using the Framework"; "Areas of Experience"; "Global Lists of Strategies"; "Sample List of Text Forms"; and a glossary. (Contains 28 references.) (KFT)

ED 458 800   FL 026 949

Griffee, Dale T.
Questionnaire Translation and Questionnaire Validation: Are They the Same?
PUB DATE- 01
NOTE- 10p.; Paper presented at the Annual Meeting of the American Association for Applied Linguistics (St. Louis, MO, February 24-27, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Content Validity; *Questionnaires; Research Methodology; *Second Language Instruction; Second Language Learning; Surveys; *Translation

The purpose of this paper is to give evidence for the thesis that

Avelino); "Promoting the Maintenance of Endangered Languages through the Internet: The Case of Tamazight" (Mohamed Ouakrim); "The Role of Language in the Construction of Ethnic Identity on the Internet: The Case of Assyrian Activists in Diaspora" (Erica McClure); "Frisian All over the World: The Unique Experience of One Year" (Onno Falkena); "Television News Bullesins in Forest Nenets" (Tapani Salminen); "Nyae Nyae Revisited: the Village Schools Project in Northern Namibia" (Joe Pfaffe and Susan Schulman); "Is Language Shift to English Imminent amongst Afrikaans Speakers in Rehoboth Gebiet?" (Annatjie Louw); "Funding an 'Ethnic Diversity' Public Access Television Program in the USA" (Helene E. Hagan); "The Use of Different Media in Reversing Language Shift: Nahua Illustrations" (Jose Flores Farfan); "Geographic Center for Interactive Interdisciplinary Information" (Mark L. Chamberlin and Heno Sarv); "The New Vibrations of Traditional Teuelkan" (Bernard Hervieux); "Basque in the Media" (Asuncion Martinez Arbelaiz); Tarahumara Ritual Spectacle in Norlahuachi: Visual Metaphor Experienced Through Mass Media" (Julia Lonergan and Patricia Small); "Across the Andean Airwaves: Satellite Radio Broadcasting in Quechua" (Aurolyn Luykx); "Le sort de la langue berbere a travers la deformation et la transformation du nom propre berbere" (Abdallah El Mountassir); and "Silenced or Liberated: Endangered Languages in the European Union" (Helena Drysdale). Individual papers contain references. (KFT)

ED 458 820 FL 026 976

Lindholm-Leary, Kathryn J.
Dual Language Education. Bilingual Education and Bilingualism.
PUB DATE- 01
NOTE- 377p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Bilingual Education; Bilingual Education Programs; Class Activities; Curriculum Development; Elementary Secondary Education; English (Second Language); Language Proficiency; *Outcomes of Education; Parent Role; Politics of Education; *Program Development; Program Implementation; Second Language Instruction; *Second Language Learning; *Teacher Role
IDENTIFIERS- Content Area Teaching; *Two Way Bilingual Education

Dual language education is a programme that combines language minority and language majority students for instruction through two languages. This book provides the conceptual background for the programme and discusses major implementation issues. Research findings summarize language proficiency and achievement outcomes from 8000 students at 20 schools, along with teacher and parent attitudes. Chapters titles include the following: "Language Education Programs and Politics"; "Theoretical and Conceptual Foundations for Dual Language Education Programs"; "Critical Features of Successful Language Education Programs: Design and Implementation Issues"; "Dual Language Education School Characteristics and Data Collection"; "Teacher Background and Perceptions of Support, Program Planning, Instructional Practices, and Efficacy"; "Teacher Talk in Dual Language Education Classrooms"; "Parent Involvement, Attitudes, and Satisfaction in Dual Language Education Programs"; "Student Outcomes: Introduction and Data Collection"; "Student Outcomes: Oral Language Proficiency"; "Student Outcomes: Academic Language Proficiency, Reading and Language Achievement"; "Student Outcomes in Reading and Literacy: Standardized Achievement Tests vs. Alternative

Cunningham Florez, MaryAnn
Lifeprints ESL for Adults: Literacy. Multimedia Kit .
PUB DATE- 02
NOTE- 0p.; File contains the student text, the workbook, the teacher's guide, an audio CD, and an audiotape.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- *Adult Education; Class Activities; Classroom Techniques; *Curriculum Development; Employment Interviews; *English (Second Language); Illustrations; Immigrants; Language Minorities; Learning Modules; Lesson Plans; *Literacy Education; Second Language Instruction; Second Language Learning; Tables (Data); *Workplace Literacy

Lifeprints is a four-level program that helps adult English- as-a-Second-Language (ESL) students gain the English language skills they need to participate effectively at work and in their communities. This multimedia kit contains the first level in the series. Level one is divided into six units: "Welcome to English Class"; "Personal Information"; "In the Neighborhood"; "Going Shopping"; "I Am Sick"; and "I Want a Job." The teacher's guide contains photocopy masters for resource activities and self-assessment tools. The audio CD and audiotape provide conversations and prompts used in listening activities, which also serve as models of natural speech. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (KFT)

ED 458 845 FL 801 484

Silliman, Anna
Forty Helpful Hints & Tips, for Making Your ESL Teaching Easier and More Fun!
PUB DATE- 01
NOTE- 11p.; Reprint of a journal article.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Journal Articles (080)
DESCRIPTORS- Administrative Problems; Adult Education; Class Activities; *Classroom Techniques; Curriculum Development; Elementary Secondary Education; *English (Second Language); *Inservice Teacher Education; *Professional Development; Second Language Instruction; Second Language Learning

This documents contains 40 discreet pieces of advice and tips for making English-as-a-Second-Language (ESL) classes, at whatever level, more interesting and fun for both teacher and learner. It also offers good and shrewd advice for handling the myriad of issues that face the typical ESL teacher--from dealing with the custodial staff at the location of instruction to obtaining further professional development and training lessons and teaching tips. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (KFT)

ED 458 846 HE 034 475

Simpson, Michael D.
Eleventh Amendment Immunity and Academic Freedom.
PUB DATE- 99
NOTE- 8p.; Theme issue.

Six recommendations regarding state planning and funding of nursing education were presented. (The bibliography lists 10 references. A possible scenario for increasing nurse graduates in California and list of the ad hoc committee on nursing's members are appended.) (MN)

ED 458 361 CE 082 032

Youngs, Gillian, Ed.; Ohsako, Toshio, Ed.; Medel-Anonuevo, Carolyn, Ed.
Creative and Inclusive Strategies for Lifelong Learning: Report of International Roundtable (Hamburg, Germany, November 27-29, 2000).
PUB DATE- 01
NOTE- 123p.; Report of the International Roundtable on Developing Creative and Inclusive Strategies and Partnerships for Fostering a Lifelong Learning Culture (Hamburg, Germany, November 27-29, 2000).
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Access to Education; Adult Education; Adult Learning; Change Strategies; *Creativity; Definitions; Distance Education; Educational Change; Educational Environment; Educational Needs; Educational Objectives; *Educational Planning; Educational Technology; Educational Trends; Empowerment; Foreign Countries; Futures (of Society); Global Approach; Guidelines; Information Technology; Internet; Islam; *Lifelong Learning; Memory; *Partnerships in Education; Postsecondary Education; Program Development; Program Implementation; Role of Education; Social Change; *Socialization; Strategic Planning; Technological Advancement; Transformative Learning; Trend Analysis; Womens Education; Youth
IDENTIFIERS- Africa; Asia; Global Economy; Latin America; Learning Society

This document consists of 12 papers from an international roundtable on creative and inclusive strategies for lifelong learning that focused on the following topics: the need to redefine lifelong learning; ways lifelong learning can aid critical understanding of globalization and its problems; and ways lifelong learning can be a transformative aspect of building knowledge societies. The following papers are included: "Report of the International Roundtable on Developing Creative and Inclusive Strategies and Partnerships for Fostering a Lifelong Learning Culture" (Toshio Ohsako); "Summary of Discussion" (Gillian Youngs, Carolyn Medel-Anonuevo); "Lifelong Learning: Implementing a Generally Accepted Principle" (Elisabeth Bittner); "The Islamic Roots of Lifelong Learning Culture: How to Make Use of Them in Creating an Inclusive Learning Environment" (Nadia Gamal El-Din); "Towards the Creation of Lifelong Learning Culture in Africa" (T.O. Fasokun); "A Youth Contribution to Lifelong Learning" (Nina Hansen, Cornelius Brokelmann); "Technological Change in Asia: Women's Need of Life-long Learning" (Govind Kelkar, Dev Nathan); "Societal and Cultural Enabling Environment, Spaces, Knowledge, and Agency for Lifelong Learning" (Gudrum Lachenmann); "Human Memory" (Lars-Goran Nilsson); "Lifelong Learning in Uncertain--or Threatening?--Times" (Fulvia Rosemberg); "Addressing Challenges on Lifelong Learning for Girls" (Mariama Sarr-Ceesay); and "Questions of Agency and the Internet: A New Way of Learning" (Gillian Youngs). Many papers include substantial bibliographies. (MN)

ED 458 362 CE 082 163

assistants. The introduction explains the following: (1) critical academic, employability, and information technology skills have been integrated throughout the list to support the technical skills; (2) the competency profile can be used as the basis for curriculum development in Ohio's secondary, adult, and postsecondary programs; and (3) the specialization competency profile is organized so that it can be clustered or grouped in a modular approach. The overview of the occupation, addressed to the reader considering preparing to be a dental assistant, describes general duties, some specific tasks, employment opportunities, length of program, type of program (classroom instruction and/or work experience), and types of certificates and/or degrees. The competencies are grouped under broader skills that are, in turn, categorized under these 13 major topics: dental assistant orientation; dental anatomy; infection control and hazards management; general health; emergency procedures; preventive dental assisting procedures; chairside assistance; dental specialties; dental laboratory procedures; dental office procedures; radiographic procedures; communications; and professionalism. (YLB)

ED 458 377 CE 082 488

Drafting. FasTrak Specialization Integrated Technical and Academic Competency (ITAC). Revised.
PUB DATE- 01
NOTE- 9p.; For other FasTrak ITACs, see CE 082 485-494 and CE 082 496.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Architecture; Competence; *Competency Based Education; Degrees (Academic); *Drafting; Educational Certificates; Graduation Requirements; *Integrated Curriculum; *Job Skills; Labor Force Development; Orthographic Projection; Postsecondary Education; Secondary Education; *State Programs; Statewide Planning; Technical Occupations; *Technology Education
IDENTIFIERS- *Ohio

This document contains an introduction to the Ohio Integrated Technical and Academic Competency (ITAC) and Specialization ITAC; an overview of the drafting industry; a list acknowledging professionals who helped develop the competency list; and the comprehensive list of the professional or occupational competencies deemed essential for graduates to be able to perform proficiently when they graduate from an Ohio specialization workforce development program on drafting. The introduction explains the following: (1) critical academic, employability, and information technology skills have been integrated throughout the list to support the technical skills; (2) the competency profile can be used as the basis for curriculum development in Ohio's secondary, adult, and postsecondary programs; and (3) the specialization competency profile is organized so that it can be clustered or grouped in a modular approach. The overview of the drafting industry describes general duties, some specific tasks, employment opportunities, length of program, type of program (classroom instruction and/or work experience), and types of certificates and/or degrees. The competencies are grouped under broader skills that are, in turn, categorized under these 11 major topics: orientation to the drafting industry; safety in the explanation of his thought. Chapter 1 identifies dangers of institutionally generated knowledge and qualities of education that Illich feels dilute specialness and imprison us in an economic web of modernized poverty. Chapter 2 discusses Illich's connection of knowledge to the sense of self. Chapter 3 discusses friendship as the necessary context for the discovery of truth in our search for wisdom. Chapter 4 discusses these considerations for adult education (specifically the need for an objective base for learning in a subjective context): providing learning space, vernacular knowledge, embodied experience, defining truth, importance of metaphorical learning, and to beware curriculum. The paper closes in Chapter 5 with the author's personal reflections on friendship as an exchange of gifts, redefining the educated person, relation of self to particular others, reconciling vernacular experience with universal reflection, and defining education. (Contains a 63-item bibliography.) (YLB)

ED 458 394 CE 082 540

Stephen, Jennifer
Access Diminished: A Report on Women's Training and Employment Services in Ontario.
SPONS. AGENCY- Status of Women Canada, Ottawa (Ontario).
PUB DATE- 00
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; Admission Criteria; Adult Education; Adults; Community Education; Counseling; Decentralization; Developed Nations; Economically Disadvantaged; *Equal Education; Federal Aid; Federal Programs; Foreign Countries; *Job Training; Nontraditional Occupations; Partnerships in Education; Prior Learning; Services; *Sex Discrimination; Sex Fairness; *State Programs; Transitional Programs; Vocational Education; *Womens Education
IDENTIFIERS- *Ontario

A study investigated and reported on the state of women's training in Ontario after the federal transfer of labor market training to the Ontario government. Data were collected from women's representatives to Ontario's local training boards; regional focus groups; and women at the 2000 conference of the Canadian Congress of Learning Opportunities for Women. Findings indicated federal changes to training and income support entitlements reduced women's access to services and community-based programs; many women needed training but were unable to find a suitable program; language instruction, foundation skills development, bridge programming, income support, child care, and access to counseling were unmet critical service needs; women's entry into nontraditional occupations steadily diminished; and women had difficulty finding information about program availability, entry criteria, and counseling services. Steps recommended as the basis for future collaboration at the local level among agencies serving women were the following: campaigns to promote best practices and equity-based programming; identification of areas for standardization and collaboration; inter-sectoral partnerships; co-location arrangements and sharing resources; employment equity practices; prior learning recognition and knowledge/skill profiles; models for home-based workers; local board environmental scans; and monitor labor market information. (Contains a 22-item bibliography.) (YLB) approach with helpful hints to students from narrative and expository standpoints. "Adult Readers' Metacognitive Strategies: Theory and Practice" (Mary Lee Field) argues, with a focus on metacognitive strategies, that students become more adept and competent at skilled reading when epistemological considerations are in place. "African American English as an Instructional Resource for Teachers of African American Adults" (Talmadge C. Guy) continues theme of reading and writing in literacy education to promote racial advancement and pushes for culturally relevant education in adult literacy classrooms that include bi-dialectal instruction to reduce the sense of threat (from the language perspective) to their personal and community identity. Each paper contains references. (YLB)

ED 458 412 CE 082 567

Ntiri, Daphne W., Ed.
Politicization and Democratization of Adult Education. Models for Adult and Lifelong Learning.
PUB DATE- 01
NOTE- 122p.; For volumes 1 and 2, see CE 082 565-566.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Access to Education; Adult Basic Education; *Adult Education; Black Education; Citizenship Education; *Democracy; Developing Nations; *Educational Philosophy; Educational Practices; Foreign Countries; Models; Participative Decision Making; *Political Influences; Political Issues; *Politics of Education; *Popular Education; Postsecondary Education; Power Structure; Social Action; Social Change; Teacher Role
IDENTIFIERS- Africa; *Freire (Paulo); South Africa; United States

This book contains four papers, each a chapter, that share in the discourse of Paulo Freire and provide varying perspectives on the ways to advance social transformation and achieve a politically literate citizenry as a democratic enterprise. The following four papers are included: "Exploring the Limits of Participatory Democracy: Prudent and Decisive Use of Authority in Adult Education" (Ian Baptiste); "Adult Learning and American Political Debate: Achieving Political Literacy Today" (Ronald Aronson and Karen McDevitt); "A Delicate Balancing Act: Adult Education in South Africa" (James B. Stewart); and "Democratization and Adult Education in Africa" (Kassu Gebremariam). An introduction by the editor, Daphne Ntiri, provides an overview of the papers and the viewpoints of the research. Each paper contains a list of references. (KC)

ED 458 413 CE 082 568

Taylor, Crystal B.
The Presence of Strategies and Conditions for Integrating Academic and Career and Technical Education.
PUB DATE- 01
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Education; *Administrator Attitudes; Career Education; Change Strategies; Educational Attitudes; Educational Change; *Educational Environment; Educational Improvement; High Schools; *Integrated Curriculum; School Attitudes; School Surveys; *Teacher Attitudes; Technical Education; *Vocational Education
IDENTIFIERS- Career and Technical Education; *High Schools That

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Agency Cooperation; Brainstorming; Charts; Concept Mapping; *Cooperative Planning; Coordination; *Data Analysis; Decision Making; *Delivery Systems; Diagrams; Educational Legislation; *Employment Services; *Evaluation Methods; Federal Legislation; Flow Charts; Glossaries; Group Discussion; Guidelines; *Information Processing; Labor Force Development; Learning Modules; Linking Agents; Nominal Group Technique; Partnerships in Education; Planning; Program Implementation; Scheduling; Spreadsheets; Systems Approach; Workbooks
IDENTIFIERS- *One Stop Centers; Workforce Investment Act 1998

This document presents 22 tools that were developed for use in a five-module training package to assist employment and training service providers comply with the Workforce Investment Act of 1998 and develop a one-stop training and employment services system. Each tool addresses a different aspect of the process of developing a one-stop delivery system and is referred to in one or more of the five training package modules. Each tool description contains the following elements: a statement of the tool's purpose; information about when the tool should be applied; an overview of the tool's usefulness; helpful hints for using the tool; a summary of how the tool was used in the modules; and a listing of related resources. The 22 tools/techniques are as follows: the activity network diagram; the affinity diagram; brainstorming; building consensus; building a glossary of terms; the cause-and-effect diagram; the column flow chart; the correlation chart; data displays; dot voting methods; the fishbone chart; the Gantt chart; the interrelationship diagraph; the nominal group technique; the Pareto chart; the prioritization matrix; the process flow chart; process mapping; process task spreadsheets; the radar chart; the scatter diagram; and service mapping. (MN)

ED 458 428   CE 082 604

de Wolff, Alice
Breaking the Myth of Flexible Work: Contingent Work in Toronto. A Study Conducted by the Contingent Workers Project.
PUB DATE- 00
NOTE- 78p.; Project funded by Adjustment Advisory Program, Ontario Ministry of Training, Colleges, and Universities.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Employee Attitudes; Employer Attitudes; Employer Employee Relationship; Employment Patterns; *Employment Practices; Employment Services; Equal Opportunities (Jobs); *Flexible Working Hours; Fringe Benefits; Immigrants; Job Satisfaction; Job Security; Organizational Development; Part Time Employment; Public Policy; *Quality of Working Life; Salary Wage Differentials; Tables (Data); Temporary Employment; *Underemployment; Unemployment; Wages; Work Attitudes; Work Environment
IDENTIFIERS- *Contingent Employment; *Ontario (Toronto)

A survey of 205 people, 4 group interviews with approximately 30 people, and 6 design and analysis meetings involving approximately 40 people were conducted in a 1999 participatory study of contingent workers in Toronto. (Contingent work was defined to be lower-waged forms of non-permanent work arrangements that include contracting, employment through a

EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Adult Learning; *Certification; Classification; Comparative Analysis; Comparative Education; Credentials; Definitions; Educational Planning; Educational Policy; Educational Practices; *Educational Trends; Evaluation Methods; Experiential Learning; Foreign Countries; *Lifelong Learning; Literature Reviews; Models; *National Standards; Nonformal Education; Policy Formation; Postsecondary Education; Prior Learning; *Qualifications; *Standard Setting; State of the Art Reviews; Synthesis; Systems Approach; Trend Analysis; Vocational Education; Work Experience
IDENTIFIERS- *European Union; General National Vocational Qualif (England); International Standard Classification of Education; National Vocational Qualifications (England)

European structures of qualification levels were examined through a review of reports on recent developments in Germany, Spain, France, the Netherlands, and the United Kingdom. The examination focused on the following topics: the scope of the national frameworks; the definition of standards and qualifications; the definition of levels in qualification frameworks; development and maintenance of standards and qualifications; classification of qualifications at the tertiary level; and the European 1985 five-level framework and the national structures. None of the countries studied had a classification system consisting of one unique (monopolistic) set of qualifications serving as a reference frame to certify a wide variety of learning and work experience at an exhaustive range of levels. England and France came the closest. The analysis of the countries studied and their approach to level frameworks was said to underline a general need for establishing such frameworks at least on the national level to ensure transparency and coherence. (The following items are appended: (1) 136 references; (2) the text of the European five-level framework; (3) the description format of national classification systems; (4) a description of the International Standard Classification of Education-97 levels, classification criteria, and subcategories; and (5) a list of abbreviations and acronyms.) (MN)

ED 458 445 CE 082 633

Westerhuis, Anneke
European Structures of Qualification Levels: Reports on Recent Developments in Germany, Spain, France, the Netherlands and in the United Kingdom (England and Wales). Volume II.
PUB DATE- 01
NOTE- 273p.; Authored in cooperation with Richard Koch, Jochen Reuling, Gunter Heitmann, Joan-Anton Bruna, Annie Bouder, Jean Louis Kirsch, Thomas Couple, Joop Nafzger and Tim Oates. For volumes 1 and 3, see CE 082 632 and CE 082 634. Study conducted by CINOP (the Dutch Centre for Innovation of Education and Training).
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Adult Learning; Building Trades; Case Studies; *Certification; Classification; Comparative Analysis; *Comparative Education; Credentials; Definitions; Delivery Systems; Educational History; Educational Legislation; Educational Planning; Educational Policy; *Educational Trends; Evaluation Methods; Experiential Learning; Federal Legislation;

American Psychological Association (109th, San Francisco, CA, August 24-28, 2001).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Measures; *Career Counseling; Career Guidance; *History; *Interest Inventories; *Measures (Individuals); Skill Analysis
IDENTIFIERS- Campbell Interest and Skill Survey

This paper presents a brief overview of the history of the Campbell Interest and Skill Survey, tracing its roots back to the early days of vocational interest inventories, beginning in the 1920s. Many of the important themes of the survey construction are discussed, such as the domains assessed; content of items; response format of items; scale construction; conceptual arrangements of the scoring scales; and interpretation methods. A description and evaluation is included of the 1992 addition to the Interest Inventory. (Contains 9 tables and 13 references.) (Author/JDM)

ED 458 465 CG 031 326

Harms, Joan Y.
Identifying Assessment Needs of Student Affairs Professionals Using a Web-Based Survey.
PUB DATE- 01
NOTE- 15p.; Paper presented at the Annual Conference of the National Association of Student Personnel Administrators (83rd, Seattle, WA, March 17-21, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrators; Evaluation; Higher Education; *Information Technology; Measures (Individuals); *Needs Assessment; *Professional Personnel; *Student Personnel Services; *Student Personnel Workers; *World Wide Web

Student affairs personnel often need to enhance their assessment competencies to better implement assessment activities. This study identifies the assessment needs of both mid-managers and professional staff while suggesting how practitioners can utilize new technologies, such as Web-based surveying, to accomplish this task. It describes the needs of student affairs mid-managers and staff for assessment information and training; describes differences between mid-manger and staff needs; elaborates upon the feasibility of using a Web-based survey to assess those needs; and demonstrates how practitioners can employ the procedure in the field. A Web-based survey instrument was used to assess the needs of 98 full-time student affairs personnel, 26 mid-managers, and 42 professional staff. Issues of accountability and program evaluation touched all personnel in some way. The results suggest the importance of considering the assessment needs of all personnel regardless of their position. The Web-based approach allows for a quick and comprehensive assessment with minimal resources and technical assistance. (Contains 8 tables and 17 references.) (JDM)

ED 458 466 CG 031 327

Ackard, Diann M.; Neumark-Sztainer, Dianne
Date Violence and Rape among Adolescents: Associations with Psychological Health.

November 7-11, 2001); see CG 031 356.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beliefs; *Career Change; *Career Counseling; Depression (Psychology); Emotional Response; Job Search Methods; *Negative Attitudes; Skill Analysis

The emotional fallout from rapid, dramatic job market changes can severely and adversely affect the job search and job change process. It can cause inappropriate, precipitous emotional reactions that can block a job seeker's effectiveness at different times and stages of each job search. This paper demonstrates how individuals can find their way during emotionally difficult, uncertain times. It begins with an update on the new paradigmatic shifts that are taking place in the career world that make emotional balance more essential than ever. Then, there are some examples of counterproductive beliefs that develop during a difficult job search. Finally, the paper advocates the understanding of the importance of one's career identity in eliminating negative emotional reactions like self doubt, fear, rage, anxiety and depression. The material should assist business and career consultants to become sensitive to the emotional issues of the job search process. Career counselors are offered strategies to assist clients with defining and utilizing their career identity while helping job changers discover their own adverse emotional reactions and counterproductive career beliefs. (JDM)

ED 458 488 CG 031 362

Crist, Diana; Durham, Becky
Surviving or Thriving?
PUB DATE- 01
NOTE- 7p.; In: "Staying Innovative and Change-Focused in the New Economy"; A Collection of Special Papers Generated for the 2001 International Career Development Conference (Seattle, WA, November 7-11, 2001); see CG 031 356.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjustment (to Environment); *Career Change; *Career Counseling; Case Studies; *Change Strategies; Experiential Learning; Models; Skill Analysis

The evolutionary work world of today is placing continuous change on career professionals and clients. Discussing different perspectives on the transition process is helpful for clients. This paper presents a case study that contains an experiential exercise and discussion about managing workplace change. The case study and questions provide an experiential framework for participants to identify their strengths and preferred approach to this type of change. Models can provide a useful tool throughout the change process. (JDM)

ED 458 489 CG 031 363

Greenblatt, Anne; Greenblatt, Paul
Integrating Psychology and Spirituality during Career Exploration.
PUB DATE- 01
NOTE- 7p.; In: "Staying Innovative and Change-Focused in the New Economy"; A Collection of Special Papers Generated for the 2001

personality inventories regarding their children when they bring them in for psychotherapy or neuropsychological testing. The Child Behavior Checklist (CBCL), the Conners' Parent Report Scale (CPRS), and the Personality Inventory for Children (PIC) are frequently used tests. Some research has raised doubts about the extent to which the content of these measures is redundant. Knowing the degree to which they do overlap might allow clinicians to administer only one or two of the tests. If the tests measure similar constructs, consistent parental support for them would strengthen the diagnostic hypotheses. Analysis was performed on the CBCL, the CPRS, and the PIC for parents (N=46) of children with ADHD. Clinical implications are discussed. The study uncovered common factors within the PIC, CBCL, and CPRS, however, while integrating the three instruments, they were not as consistent as expected. A greater understanding of the true meaning of these behavior rating scales would be beneficial to clinicians. (JDM)

ED 458 511 CG 031 402

Lam, Shui-fong; Yim, Pui-shan; Law, Josephine S. F.; Cheung, Rebecca W. Y.
The Effects of Classroom Competition on Achievement Motivation.
PUB DATE- 01
NOTE- 27p.; Paper presented at the Annual Conference of the American Psychological Association (109th, San Francisco, CA, August 24-28, 2001). Supported by the Quality of Education Fund of the Hong Kong Special Administrative Region.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Academic Failure; Chinese; *Competition; Educational Research; Foreign Countries; *Grade 7; *Learning Motivation; Lower Middle Class; Secondary Education; Secondary School Students; Student Motivation; Success; *Typewriting
IDENTIFIERS- *Goal Theory; Hong Kong; University of Hong Kong

The purpose of this study was to investigate the effects of competition on learning motivation among Chinese students in a classroom setting. The participants (N=52) were 7th-grade students from 2 Hong Kong secondary schools in a middle-lower class neighborhood. The students were randomly assigned to either competitive or non-competitive conditions in a 2-hour Chinese typewriting course. Their goal orientation, performance, task enjoyment, achievement attribution, test anxiety, and self-evaluation after failure were measured during the course. Compared to their counterparts in non-competitive conditions, students in competitive conditions had better performance for easy tasks. However, they were more performance-oriented and more likely to sacrifice learning opportunities for better performance. They were also prone to having more negative self-evaluations after failure. Although there were no statistically significant differences between the two groups of students in task enjoyment, achievement attribution, and test anxiety, the direction of the differences was consistently unfavorable for students in competitive conditions. The findings of the present study were primarily consistent with the predictions of goal theory in achievement motivation. Competitiveness induces performance goals and a more negative self-evaluation after failure for Chinese students in a classroom setting than it would for Western students in a laboratory setting. (Contains 1 figure, 2 tables, and 25 references.) (Author/JDM) city located in northern Thailand. Most of the students were bilingual, speaking their native tongues and Thai, their second language. Only 18.7% of the Hill Tribe population can read Thai, and many students fail to complete school because of difficulties in reading Thai. Consequently, finding improved ways to develop reading fluency with this population is important--one way to increase fluency is through repeated reading. Repeated reading and self-directed behavior were tested with control conditions to determine if these methods would be effective in promoting reading fluency in Thai. Samuels' (1978) unassisted method was used. All the 95 students in the boarding school were tested to select poor readers. Participants were 28 students who met the criteria, and selected for a balance of sex, tribe, and reading skills such as speed, comprehension, and error detection. Students were randomly assigned to one of four treatments. Analysis of variance was computed for each of the variables to ensure that all groups were equal at the experiment's start. Data analysis showed that students in the repeated reading conditions read texts significantly faster than students in the non-repeated reading conditions and were also significantly better at detecting spelling errors in the text than students in the non-repeated reading conditions. Differences were not found between the groups in comprehension. Findings suggest that students acquire automaticity and fluency for the materials practiced during the repeated reading practice. (Contains 4 tables and 24 references.) (NKA)

ED 458 532 CS 014 496

Today's Students, Tomorrow's Citizens: Pathways for Learning, Language and Reading Comprehension. Alabama High School Graduation Exam.
PUB DATE- 99
NOTE- 322p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *English; *Graduation Requirements; High Schools; Learning Activities; *Reading Comprehension; *State Standards; Student Educational Objectives; *Tests; *Writing (Composition)
IDENTIFIERS- *Alabama High School Graduation Examination

This document is designed to assist classroom teachers in preparing students to complete successfully the "Alabama High School Graduation Exam" (AHSGE). The document describes the content for the language and reading comprehension portion of the AHSGE. The teaching strategies, activities, and resources contained in the document were developed to aid teachers in specifically addressing the mandated standards and objectives of the AHSGE and have been correlated with the "Alabama Course of Study." The document is divided into the following parts: Alabama High School Graduation Exam General Information; Language and Reading Comprehension Subject-Area Test Information (Language Checklist; Reading Comprehension Checklist; How Can Teachers Most Effectively Use This Document?; Instructional Strategies and Techniques: What Should Teachers Do?; Suggestions for Preparing and/or Remediating Students; Motivational Ideas); Activities: Language; Activities: Reading Comprehension; Resources; Item Specification: Language; and Item Specifications: Reading Comprehension. The materials in the document used as samples for the Reading Comprehension section were chosen to provide a

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Elementary Education; *Reading Achievement; *Reading Programs; *Reading Skills
IDENTIFIERS- Arkansas; Louisiana; New Mexico; Oklahoma; Southwest Educational Development Laboratory; Texas

Across the Southwest Educational Development Laboratory's five-state region, state departments of education and state legislators are working to strengthen reading programs, raise student reading achievement, and help struggling readers. People now realize that reading proficiency is the key to high student achievement. This report summarizes the initiatives and legislation in place or under consideration in Arkansas, Louisiana, New Mexico, Oklahoma, and Texas. Arkansas has developed the "Smart Start" initiative for Grades K-4, an initiative which aims to increase reading and math achievement at the lower grades to create a strong foundation for academic success. At every elementary school, Louisiana legislated the implementation of a reading program designed to teach students to read on grade level by no later than third grade. New Mexico has put much effort into establishing standards and benchmarks for all grade levels in all subject areas and has received an "A" from "Education Week" for its efforts. Oklahoma's Reading Sufficiency Act took effect on July 1, 1998. The act aims to ensure that each child attains the necessary reading skills by completion of third grade. In Texas, the Texas Reading Initiative consists of several components: increasing teachers' knowledge of their students' reading skills in K-3 through assessment; providing research-based information to educators through two documents, "Good Practice" and "Beginning Reading Instruction"; professional development; and parent involvement. (NKA)

ED 458 554 CS 014 524

Wren, Sebastian
Reading and the Three Cueing Systems. Topics in Early Reading Coherence.
PUB DATE- 01
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cues; *Decoding (Reading); Models; Phoneme Grapheme Correspondence; *Reading; *Reading Comprehension; *Reading Skills
IDENTIFIERS- Southwest Educational Development Laboratory

According to the Three Cueing Systems model of reading, there are three cues that every good reader depends upon to decode words in running text. The first and most important cue is semantics--some words make sense in the context of the text and other words do not. The second cue is syntax--some words are semantically appropriate but can be ruled out because of syntactic constraints. The third and least important cue, according to this view, is grapho-phonemic or letter-sound information. The Three Cueing Systems model suggests that when a child is reading running text and comes upon a word that is difficult to read, the child should first try to guess what the word is based upon the context, then try to guess what the word is based upon syntax, and finally, if the other two systems fail to provide an appropriate word, the child should focus on the letters of the word and try to "sound it out." The Three Cueing Systems model can be contrasted with a research-based activities and ideas that families (adults who have nurturing relationships with a child--a mother, father, grandparent, other relative, or close friend) can use to help young children learn about language. The activity guide also divides activities into 4 age groups: young babies (birth to 8 months); crawlers and walkers (8 to 18 months); toddlers (18 to 36 months) and preschoolers (3 to 5 years). The activity guide concludes with a list of reading and writing play materials, the 40-item American Library Association's Suggested Book List for Young Readers, and 13 additional resources. The calendar is filled with helpful tips and special activities that promote reading and language skills for young children. The growth chart measures children's height and language development, and gives age-appropriate activities to promote language development for young children. (RS)

ED 458 575 CS 217 538

Allen, Camille A.
The Multigenre Research Paper: Voice, Passion, and Discovery in Grades 4-6.
PUB DATE- 01
NOTE- 150p.; Foreword by Tom Romano.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Creative Writing; *Expository Writing; Intermediate Grades; Journal Writing; *Research Papers (Students); *Student Research; Student Writing Models; *Writing Assignments; Writing Evaluation
IDENTIFIERS- Minilessons; *Multigenre Research Projects; Writing Contexts

When given the chance to select their own research topics, decide which genres to write in, and determine how to present their findings, students assume ownership and take pride in their work. This book leads teachers through the multigenre research papers with upper elementary students. The book explains how teachers can organize their classrooms, help students choose topics, and introduce them to research. It provides concrete minilessons on the writing of poetry, character sketches, and nonfiction to help teachers get students writing. It also describes ways to tie together multiple genres to create flow within students' final papers. Arguing that the multigenre experience should include much more than the writing of the paper, the book stresses the integration of the arts and oral communication skills. According to the book, these creative modes of expression play an integral part in the success of the whole project, and separate chapters are devoted to each of these topics. The book's final chapter focuses on evaluation and the many ways teachers can measure growth and evaluate progress. Student writing samples, journal essays, and two complete multigenre papers are also included. (Contains 25 references.) (NKA)

ED 458 576 CS 217 539

Lyons, Carol A.; Pinnell, Gay Su
Systems for Change in Literacy Education: A Guide to Professional Development.
PUB DATE- 01
NOTE- 262p.

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Class Activities; *Classroom Environment; Instructional Effectiveness; *Language Usage; Learning Activities; Secondary Education; *Vocabulary; *Vocabulary Development; *Vocabulary Skills
IDENTIFIERS- *Language Consciousness; Word Games; *Words

This book argues for a deeper, richer view of vocabulary than the standard images conjured up by that word--worksheets, weekly quizzes, and anxieties about standardized test scores. The book invites teachers and students to experience "the music of words," words in isolation and in juxtapositions, and urges them to bring their own life experiences to language, showing in turn how language can help them know that experience more fully. It demonstrates how to build a community in the classroom where curiosity about language is the norm. It states that, within this community, students and teacher not only take time to test out shades of connotation and learn about how words and syntax create voice, they also: engage in personal and philosophical discussions that grow from seemingly simple words such as "solitude," "self," and "phony"; participate in dance and theater games as ways of mastering language; keep individual word lists which they share with the class through a variety of exercises; free-associate through discussion and freewrites on key words from literature; write their own dictionary definitions of familiar words; experiment with the rhythms and sounds of words through poetry writing; and explore the different vocabularies used in a big city newspaper--in sportswriting, book and TV reviews, news reporting, editorials, and science writing. (Each chapter contains notes, and a 17-item annotated bibliography of books for further reading is attached.) (NKA)

ED 458 596 CS 217 712

Fowler, Elaine Danielson
The Effects of Four Writing Strategies on Fifth Graders' Production of Written Ideas across Three Aims of Discourse.
PUB DATE- 01
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Grade 5; *Instructional Effectiveness; Intermediate Grades; *Writing (Composition); *Writing Processes; Writing Research; *Writing Strategies
IDENTIFIERS- *Discourse Aims

A study investigated the effects of four writing strategies on fifth graders' idea production across three aims of discourse (informative, expressive, and persuasive) and the effect of gender. The four strategies tested were clustering, drawing, freewriting, and thinking. More than 100 children from varied socioeconomic backgrounds and ethnic groups in each of the 4fifth grade, public school classrooms participated in the study which took place in a southwestern suburban city. All members of a given class used the same strategy: Visible Drawers drew before writing their compositions; Think Timers did no overt planning, but were asked to recall and think about what they knew and might write about their topics; Freewriters produced a draft by writing continuously and as rapidly as possible throughout prewriting sessions; and Clusterers selected keywords or phrases to represent their topics. After strategy training, each student wrote three compositions--an expressive, an informative, and a persuasive. Compositions were

CIERA Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Writing; Case Studies; *Childrens Writing; *Emergent Literacy; Foreign Countries; Invented Spelling; Kindergarten; Kindergarten Children; Primary Education; Writing Research
IDENTIFIERS- Multiple Case Study Approach; *Netherlands; *Story Writing

Two series of case studies were carried out following a multiple baseline design across individuals. The first series of eight studies included 4- to 5-year-old Dutch kindergarten children, and the second series examined 5- to 6-year-old kindergarten children. Each child wrote approximately 16 stories in the natural classroom environment over a 2-month period. During the last month of the experiment the teacher or a researcher promoted invented spelling by modeling this strategy for the children prior to their second series of writing sessions. The two series of case studies tested how children harmonized knowledge and understandings, represented by early-developing forms of writing such as random letter strings or pseudo-cursive scribbles, with an emerging understanding that letters represent sounds. Even when children understood the alphabetic principle and adults promoted the use of letter-sound rules to represent their story, children were not inclined simply to drop early-developing forms such as pseudo-cursive scribble or random letter strings. They often produced combinations of early forms and invented spelling. Invented spelling gradually increased over earlier forms, but only among a group of older kindergartners. Contains 4 tables, 3 figures, and 24 references. (Author/NKA)

ED 458 617 CS 217 740

Ianetta, Melissa
Nobody's Business? Professional Writing and the Politics of Correctness.
PUB DATE- 00
NOTE- 11p.; Paper presented at the Annual Meeting of the National Writing Centers Association (5th, Baltimore, MD, November 2-4, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Communication; Higher Education; *Technical Writing; *Tutoring; *Writing Laboratories
IDENTIFIERS- *Professional Writing; *Teaching Perspectives; Writing Contexts

This paper begins by describing the competing priorities and problems its author/educator encounters when trying to take care of business in the writing center. The paper moves from discussing her firsthand experiences as a scholar interested in both professional writing and the writing center to a study she and a friend did about tutor perceptions of "good business writing." It concludes with a possible solution or two perceived from the other side of the fence--that is, from the colleges over in the school of business. Through a survey of fluid, in many ways under continuous negotiation. This is especially true in electronically mediated interchanges. Although a professor's power and authority far from disappear in a MOO (multi-user object-oriented domain) session, the power and influence of the students rise to challenge it. MOO discourse releases liminal energies, a disorder that is productive because it allows for pushing the boundaries of academic discoursing. MOO conferencing produces a situation that encourages the expression of multiple personas and multiple, often controversial perspectives. This paper uses the anthropologist Victor Turner's concept of liminality (defined as a state of being in between two stable positions) to discuss the synchronous MOO discourse between an instructor and 12 graduate students in a computers and writing seminar in the English department at Ohio University. A number of contextual elements of this seminar contributed to making liminality a useful frame for viewing the MOO discourse. The mix of students, the course topics, and the intensity of conversation in the MOO created a situation conducive to the playful exploration of liminal personas and issues, issues germane to the transition from graduate student to professional. It explains that these issues included the conflict between rhetoric/composition and literary studies, the goals of composition instruction, the desirability of academic discourse, and tenure. In discussing Turner's concept of liminality, the course itself was in a sense about liminal literacies and the current hybrid stage of rhetoric and textuality, the liminal zone between print and digitally based media and teaching. The full range of discourse practiced in the seminar, from face-to-face through e-mail listserv, MOO, formal essay, and hypertext, foregrounds the liminal nature of current literacies. (NKA)

ED 458 636   CS 510 648

Valtin, Renate
Social Support versus Self-Realization: Friendship Conceptions of Adolescents and Adults in an East-West Comparison.
PUB DATE- 01
NOTE- 21p.; Translation from German by John W. Bagriel. Sponsored by the German Research Association.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Adults; College Students; Comparative Analysis; Cross Cultural Studies; *Cultural Influences; *Foreign Countries; *Friendship; High School Students; High Schools; Higher Education; Interviews; *Self Actualization; *Social Influences
IDENTIFIERS- Concept Comparisons; *East Germany; Selman (Robert); *West Germany

R. L. Selman, in his model of friendship conceptions (1984) distinguished 5 stages of these conceptions, relating to qualitative changes in sociocognitive development. In his model, specific differentiations relating to sociodemographic, gender-specific, and cultural factors are not foreseen. To investigate the significance of social and cultural factors in this context, a comparison of persons from West and East Germany (FRG and GDR) seemed promising. In this case a common cultural background and a common language were a given, an important element, because in cross-cultural studies linguistic nuances can easily be lost in translation and varying semantic contexts can be evoked. This paper describes the investigations

Wide Web

Information fluency is generally defined as an ability to express oneself creatively, reformulate knowledge, and synthesize information regarding new information technology. The term has recently gained popularity over experience, expertise, competence, knowledge, and literacy. As with other related concepts, there is a great need to accurately assess "information fluency" for research and pragmatic purposes. This study seeks to remedy this need by developing a self report instrument to tap this theoretical concept. The paper explores existing computer competence scales (very few of which even include email or Internet components), review the emerging literature on information fluency, and report about the development of a new Computer-Email-Web Fluency instrument. Evidence of the reliability and validity of the instrument is presented, based on data from students enrolled in Basic Public Speaking courses. (Contains 85 references and 6 tables of data. The survey instrument is attached.) (Author/RS)

ED 458 658   CS 510 672

Bunz, Ulla K.
"Theoretically, That's How You Do It...": Using Narratives When Computers Let You Down in the Technology Classroom.
PUB DATE- 01
NOTE- 17p.; Paper presented at the Annual Meeting of the Southern States Communication Association Convention (1st, Lexington, KY, April 5-8, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; Classroom Environment; *Educational Technology; Higher Education; *Humor; *Interpersonal Communication; *Personal Narratives; *Teacher Behavior; Teacher Student Relationship
IDENTIFIERS- *Communication Behavior

Humans in technology classrooms have allowed themselves to become dependent on technology. Especially when the technology fails, the instructor has to fall back on non-technology driven methods to teach technology applications. Issues arise, including time use, teacher credibility, and efficiency of teaching. This paper presents experience of using narrative (both personal narrative and instructional narratives) in the technology classroom from 11 senior level technology classes. Use of narratives, humor and preparation in both technology and paper are suggested to overcome problems effectively and maintain an animated classroom learning experience even when sparks quite literally begin to fly. (Contains 18 references.) (Author/RS)

ED 458 659   CS 510 673

Bunz, Ulla
The Website Assignment as a Valuable Exercise--Beyond Establishing Presence to Creating Significance.
PUB DATE- 01
NOTE- 20p.; Paper contributed to the German Online Research Conference (Gottingen, Germany, May 17-18, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays

ED 458 679 EA 031 391

Guide to U.S. Department of Education Programs, 2001.
PUB DATE- 01
NOTE- 365p.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Early Childhood Education; Elementary Secondary Education; *Federal Programs; Government Publications; *Government School Relationship; Postsecondary Education; Program Guides

This reference guide describes programs authorized and funded under federal law as well as individual competitions made possible by these programs. Programs are listed under broad topical headings that include: academic improvement and demonstration programs, adult education, assessment, bilingual-ESL, child care, civics, corrections education, disability and rehabilitation research, disadvantaged persons, distance education, dropout prevention, gifted and talented students, higher and continuing education, immigrant education, impact aid, Indian education, international education, migrant education, postsecondary improvement, professional development, reading, rehabilitation, rehabilitation services, research, safe and drug-free schools, school improvement, school reform, school-to-work opportunities, special education, student financial assistance, technical assistance, technology, telecommunications, and vocational education. Entries contain, in order, topical heading, program title, the department's administering office, Catalog of Federal Domestic Assistance number, who may apply, current competitions, type of assistance, appropriations for the last three fiscal years, awards information, program details including legislative citation and program regulations and description, education level, subject index, and contact information. The listings in this guide were accurate as of the publication date and are constantly being updated on the Department of Education Web site. (RT)

ED 458 680 EA 031 392

Petrus, Keres
A Practitioner's Guide to School Community Based Management (SCBM).
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 01
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Culturally Relevant Education; *Educational Improvement; Elementary Secondary Education; Pacific Islanders; *School Based Management; *School Community Relationship; School Culture
IDENTIFIERS- Chuukese People; *Federated States of Micronesia (Chuuk)

This report provides information on school community based

PUB DATE- 01
NOTE- 16p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (15th, Cincinnati, OH, November 2-4, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Administration; Elementary Secondary Education; Higher Education; *Internship Programs; Principals; Professional Education; *Program Descriptions

This paper claims that preparation programs in educational administration do not prepare principals for the challenges they will face in their schools. Such programs do not address the real-life situations in which principals find themselves, and internships are typically insufficient in helping future leaders hone their skills. The essay states that prospective principals need a "leadership practice field" in which a bridge is created between performance and practice. Such practice fields allow the aspiring principal to gain experience without having to worry about failure. They allow school leaders to learn how to handle phone calls from irate parents before actually having to do so. It allow leaders to connect what they conceptually believe is the right course of action to what they choose to do under real circumstances. One such practice-field program that was required for 225 master's students preparing for the principalship is described. In the program, the students were given various scenarios, such as talking with a student reporting sexual advances by a classroom teacher, and were then offered feedback on how they handled the situation. Practice programs, it is claimed, focus on what principals will actually do in a given circumstance, rather than what they might do. (Contains 13 references.) (RJM)

ED 458 699 EA 031 412

Five Shoes Waiting To Drop on Arizona's Future. Arizona Policy Choices.
PUB DATE- 01
NOTE- 53p.; Published annually. Some text on colored paper, figures, and maps may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Planning; Elementary Secondary Education; Goal Orientation; *Long Range Planning; State Action; *Strategic Planning; Urban Problems
IDENTIFIERS- *Arizona

This fourth annual publication looks at five trends that threaten Arizona's future: (1) a talent shakeup where well-educated young professional and highly skilled immigrants leave the states; (2) the Latino education dilemma, manifest by the fact that only half of Arizona Latinos obtain a high-school diploma; (3) a fuzzy economic identity characterized by a narrow base of high-tech factories, a low-wage legacy, and a lack of intellectual facilities; (4) lost stewardship in which leadership has become a spectator sport; and (5) a revenue sieve where a narrow tax base hampers the state's ability to raise money. In examining these problems, the report focuses on the aging baby-boom population; the declining number, percentage wise, of residents with a bachelor's degree; the lack of leaders; and an unbalanced tax system. The report suggests a number of remedies to these problems: put Arizona's systemic-change framework that structures change efforts at district, school, and classroom levels. The approach rests on three main ideas: locate decisions with groups of teachers, create new roles for teachers, and redesign individualized education plans. Using these ideas as starting points, strategies are described to help teachers design personalized curriculum and teaching that will accommodate the widest possible student diversity, including students who are officially designated as disabled. A variety of practical tools is provided for gathering information about students, developing long-term curriculum plans, planning lessons, tailoring learning experiences, creating classroom-based assessment systems, writing individually tailored education reports, and reflecting on one's own teaching. Each chapter ends with a list of recommended references and Web sites. An appendix contains an activity-based assessment inventory for ages 9-12. (RT)

ED 458 719 EA 031 438

Athletic Liability: Managing Liability in Athletics and Physical Education.
PUB DATE- 01
NOTE- 99p.; This publication was written with risk management counseling from Gallagher Bassett, Inc., Risk Control Consulting Services.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Athletics; College Athletics; Compliance (Legal); *Court Litigation; Elementary Secondary Education; Higher Education; *Legal Responsibility; Physical Education; *Prevention

The trend toward more litigation and higher monetary awards in cases of injury of student athletes is a threat to school athletic programs. This document is a workshop aid for addressing legal issues surrounding student athletic activities, in particular, those involving the safety and health of student athletes, injury prevention, and preparation for litigation should injury occur. A quick comparison is given between preparation for a game and for a lawsuit: the steps are identical. Legal definitions and concepts; transparency samples; an outline of a school's legal duties with respect to statutory, common, and case law; and case histories are provided. Practical methods are also presented in overhead format. Sample materials are offered, including a liability-loss-control assessment, athletic-orientation checklist, acknowledgements of warning by parents and by student, warning of the inherent danger of participating in football, athletic-meeting notification to parents, parental delegation of authority to consent to medical or dental treatment for minor child, college athletic-safety policy statement, and gymnastics-safety guidelines. Also included are a hazard-recognition/area-safety self-inspection format, self-inspection program-implementation outline, and safety checklists for activity and play areas where injuries might occur. (RT)

ED 458 720 EA 031 439

Gregorio, Lucille C., Ed.; Byron, Isabel, Ed.
Capacity-Building for Curriculum Specialists in East and South-

Postsecondary Education; Reading Instruction; Teaching Methods

This monograph highlights how educational technology can benefit students at risk of school failure, particularly students with emotional/behavioral disorders (E/BD). It discusses how technology can improve student motivation to learn, increase engagement in learning, improve academic outcomes, meet the needs of tactile/kinesthetic learners, link incarcerated youth with community support services, increase preservice teacher and inservice learning opportunities, and assist with instructional decision-making. The monograph includes six papers that present research-based technology solutions devised to meet the challenges of training professionals, program development for students with E/BD, and using technology in interventions for students with E/BD. Papers include: (1) "Introduction: Technology, The Great Equalizer" (Lynn K. Wilder); (2) "Project PEGS! Interactive CDs for Practice in Effective Guidance Strategies: Using Technology To Train Teachers in Applying Positive Behavioral Interventions" (Mary M. Wood and others); (3) "Using Interactive Media To Teach Behavior Intervention Planning" (Carl J. Liaupsin and others); (4) "Delivering 500 Provide and Practical Interventions through CD-ROM and Online Technologies" (Ray Beck); (5) "Use of PowerPoint To Increase Reading and Language Skills; A Research-Based Approach" (Francie Murry); and (6) "Hypermedia and Students with E/BD: Developing Untapped Talents and Fostering Success" (Matthew J. Mayer and Peter E. Leone). (Papers include references.) (CR)

ED 458 739 EC 308 685

Thurlow, Martha; Liu, Kristin

State and District Assessments as an Avenue to Equity and Excellence for English Language Learners with Disabilities. LEP Projects Report.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.

PUB DATE- 01

NOTE- 30p.; Report based on a paper presented at the Civil Rights Conference at Harvard University (Cambridge, MA, November 6, 2000).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Academic Standards; Accountability; *Disabilities; *Educational Assessment; Educational Legislation; Educational Policy; Elementary Secondary Education; Federal Legislation; *Inclusive Schools; *Limited English Speaking

IDENTIFIERS- *Improving Americas Schools Act 1994; *National Assessment of Educational Progress

This report on state and district educational assessment programs suggests that, rather than being a threat, these assessments can be an important avenue to equity and excellence for English language learners with disabilities. It begins by examining some of the original ideas behind standards-based education, such as how current federal legislation for Title I of the Elementary and Secondary Education Act (re-authorized in 1994 as the Improving America's Schools Act) reinforces the implementation of standards-based education for all students. After describing the characteristics of current standards-based assessment (including the important distinction between high stakes assessments for students and high stakes assessments for schools), the report identifies some possible benefits of standards-based assessments, particularly those in which the system is held accountable rather than the student. Next, participants outperform students who received either alone; (6) more explicit approaches to teaching phonics lead to more positive decoding outcomes; (7) wide reading is essential for developing fluency, but students must become expert decoders before they can read widely; and (8) the level of reading accuracy necessary for a student to benefit from direct instruction ranges from 90 to 95 percent. (CR)

ED 458 758 EC 308 706

Kavale, Kenneth A.
Discrepancy Models in the Identification of Learning Disability. Executive Summary.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 01
NOTE- 9p.; Paper presented at the Learning Disabilities Summit: Building a Foundation for the Future (Washington, DC, August 27-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classification; *Clinical Diagnosis; *Disability Identification; Educational Practices; Elementary Secondary Education; Evaluation Criteria; *Evaluation Methods; *Learning Disabilities; Performance Based Assessment; *Student Evaluation; Symptoms (Individual Disorders)
IDENTIFIERS- *Discrepancy Model

This paper reviews issues surrounding the use of discrepancy in identifying learning disabilities. Since 1976, it argues, discrepancy has been the primary criterion for defining learning disabilities in practice. In a psychometric and statistical sense, however, issues about the best means for calculating a discrepancy remain problematic. Another issue involves divergent findings about how systematically and rigorously the discrepancy criterion has been applied in practice. Despite these issues, the paper demonstrates that learning disability can be reliably differentiated from other conditions and that discrepancy is a major factor in demonstrating the differences. The paper provides information relevant to these issues in seven sections: (1) discrepancy concepts; (2) quantifying ability-achievement discrepancy; (3) discrepancy and the identification of learning disability; (4) discrepancy, learning disability, and low achievement; (5) learning disability and intelligence; (6) quantitative or qualitative differences in learning disability and low achievement; and (7) the status of discrepancy in the identification of learning disability. The paper concludes that discrepancy remains a useful component for learning disability identification; however, discrepancy should not be the sole criterion in identification. It is argued that discrepancy models should be used as part of a more comprehensive identification process. (CR)

ED 458 759 EC 308 707

MacMillan, Donald L.; Siperstein, Gary N.
Learning Disabilities as Operationally Defined by Schools. Executive Summary.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 01

Diversity (Student); Elementary Secondary Education; *Emotional Disturbances; *Intervention; Limited English Speaking; *Parent Participation; Parent School Relationship; Special Education; *Urban Education; Validated Programs

This monograph examines the special problems of students with emotional/behavioral disorders (E/BD) who are from culturally diverse backgrounds and offers strategies for designing appropriate interventions. In the introductory chapter, the student demographics in the E/BD category of special education are reviewed and efforts of one state, Alabama, to correct the problem of disproportionate representation, is discussed. The next chapter identifies the three essential components of school success related to students with E/BD and their families: appropriate student behavior, effective academic instruction, and a responsive school environment. Academic and behavioral classroom strategies that exemplify best practices for culturally and linguistically diverse children with E/BD are then considered. The last chapter explores tactics to increase the participation of families in the education of their children. It stresses understanding parental involvement and the barriers affecting urban parental involvement and offers recommendations for increasing the involvement of urban parents. (Contains 33 references.) (DB)

ED 458 778 EC 308 731

Cartledge, Gwendolyn; Tam, Kai Yung; Loe, Scott A.; Miranda, Antoinette H.; Lambert, Michael Charles; Kea, Cathy D.; Simmons-Reed, Evette

Culturally and Linguistically Diverse Students with Behavioral Disorders. Fourth CCBD Mini-Library Series: Addressing the Diverse Needs of Children and Youth with Emotional/Behavioral Disorders--Programs That Work.

PUB DATE- 02

NOTE- 80p.; Lyndal M. Bullock and Robert A. Gable, Series Editors.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Information Analyses/State-of-the-art Materials (070), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Asian Americans; *Behavior Disorders; *Behavior Patterns; *Black Students; *Cultural Differences; Economically Disadvantaged; Elementary Secondary Education; Evaluation Methods; Limited English Speaking; Student Evaluation; Teaching Methods; *Urban Education

IDENTIFIERS- African Americans; *Direct Instruction

This monograph examines the special educational needs of culturally and linguistically diverse (CLD) children and youth who are also diagnosed as having behavior disorders (BD). Following an introductory chapter, chapters 2 and 3 address the specific populations of Asian Americans (usually underrepresented in the BD population) and African Americans (usually overrepresented). Discussion centers on internalizing behaviors typical of Asian Americans and the externalizing behaviors of African Americans. Chapter 4 provides information on theoretical models for becoming culturally competent in the assessment process. It argues that there are biases inherent in assessment instruments and practices and these biases need to be accounted for accordingly by culturally competent evaluators. Chapter 5 looks at effective instruction for urban, impoverished CLD students with behavioral disorders. A case is made for direct instructional approaches for improvements in

If teachers using a questionnaire as a data collection instrument have the questionnaire items translated from one language into another, they cannot assume that the translated items are valid simply because they were translated. Even if the original questionnaire items were validated, this does not change the situation because the validity is context specific and is not an abstract notion that transfers from instrument to another. A questionnaire written in one language and translated into another is not an equivalent survey instrument. Meaning and intention are part of what makes a questionnaire valid, and they are not as easily translated from language to another as the words are. The cultural context of the second language is different, and so the meaning and intention of the word will be understood differently to some degree. It is concluded that any questionnaire translated into another language must again be subjected to further analysis and pilot studies to confirm its validity anew. (Contains 16 references.) (KFT)

ED 458 801 FL 026 951

Bahous, Jocelyne
Teach ESP through Critical Thinking and Problem-Solving Skills.
PUB DATE- 01
NOTE- 11p.; Paper presented at the Meeting of the International Association of Teachers of English as a Foreign Language (Bielefeld, Germany, January 26-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Communication; *Critical Thinking; Cultural Education; *English for Special Purposes; English (Second Language); Foreign Countries; Intercultural Communication; *International Communication; Second Language Instruction; Second Language Learning
IDENTIFIERS- Lebanon

Students registered in courses for English for special or occupational purposes usually already have a good command of the language. Their objective is not to acquire fluency in the language as such, but rather to learn to use the language adequately in specific professional contexts. The filed of international negotiation and peacekeeping provides such a context for multicultural communications. English for special purposes (ESP) or English for occupational purposes (EOP) courses focusing on international negotiations and peacekeeping can be used to teach students to understand and interact with people of different nationalities who use English as a means of communication. Strategies adopted in business negotiations should prove helpful to this field. This paper aims to do two things: (1) show the need to understand the culture of the people involved in the negotiation process; (2) study the methods of critical thinking and problem-solving that should be implemented in the writing of letters and memos across cultures. This paper will show that some theory is required in ESP courses and that an intensity of practice in the skills of business communications through critical thinking and problem-solving is essential. (Contains 28 references.) (KFT)

ED 458 802 FL 026 952

Pardi, Marco M.
Focus Groups with Linguistically Marginalized Populations.
PUB DATE- 01

Assessment"; "Student Outcomes: Content Area Achievement in Mathematics, Science, and Social Studies"; "Student Outcomes: Attitudes"; "Summary and Conclusions"; and "Implications." An appendix is included. (Contains 451 references.) (KFT)

ED 458 821 FL 026 977

Nakamura, Yuji
Rasch Based Analysis of Oral Presentation Assessment for Item Banking.
PUB DATE- 01
NOTE- 13p.; This research was supported in part by Tokyo Keizai University under research grant CPU02-00.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Item Response Theory; Language Tests; *Oral Language; *Second Language Instruction; Second Language Learning; *Student Evaluation; Test Items; *Test Validity; Testing
IDENTIFIERS- Rasch Model

The Rasch Model is an item response theory, one parameter model developed that states that the probability of a correct response is a function of the difficulty of the item and the ability of the candidate. Item banking is useful for language testing. The Rasch Model provides estimates of item difficulties that are meaningful, irrespective of ability level tested. Application of a many-faceted Rasch measurement model is one of the current issues in the language testing area. This paper explores what the Rasch model tells us in analyzing the multifaceted data of assessment in presentation classes, and focuses more specifically on the possible ways of constructing item banks for oral presentation classes so that teachers will know how difficult a set of test items is for the student-raters and how well those items can distinguish between the better and the poor students. This paper explores several areas of importance with respect to assessment, specifically, what the many-faceted Rasch Measurement Model tells us about the following factors: the relationship among the three facets of assessment (students, items, raters); rater severity/leniency; and students' ability. All of these questions are answered with extensive empirical basis for judgment. (KFT)

ED 458 822 FL 026 979

Lindholm-Leary, Kathryn J.; Borsato, Graciela
Impact of Two-Way Bilingual Elementary Programs on Students' Attitudes toward School and College.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Bilingual Education Programs; Elementary Education; High School Students; *Hispanic Americans; *Immersion Programs; Language Attitudes; *Outcomes of Education; Questionnaires; Spanish Speaking; *Student Attitudes
IDENTIFIERS- *Two Way Bilingual Education; United States

The purpose of this study was to examine the influence that participation in a two-way bilingual elementary program has had

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Freedom; *College Faculty; *Court Litigation; Freedom of Speech; Intellectual Freedom; Professional Autonomy; *Teacher Rights
IDENTIFIERS- *Eleventh Amendment; Seminole (Tribe)

This "Update" discusses the impact of the "Seminole Tribe v. State of Florida" decision on higher education. In essence, the Court in this decision rescinded the doctrine of "Eleventh Amendment immunity" and ruled that Congress has only limited power to enact laws that apply to state governmental entities, including public colleges and universities. This means that Congress may not have the constitutional power to extend some federal job protections and benefits to persons employed by public institutions of higher education. Congress doesn't have the power to give employees of public colleges and universities the right to sue their employers in federal court. However, this power is partially restored through the Fourteenth Amendment. Some court decisions related to higher education are reviewed with regard to age discrimination suits by faculty members, family and medical leave entitlement, disability discrimination, and other federal civil rights laws. In sum, the "Seminole Tribe" decision is a radical decision that fundamentally changes the balance of power between Congress and the states. When collective bargaining is permitted, higher education faculty and staff can bargain for civil rights protection and they need not be bound by the view that the state can do no wrong and that public sector employees serve at the pleasure of the sovereign state. With regard to academic freedom the courts are making a critical and dispositive distinction between faculty speech outside the classroom and speech inside the classroom. Recent court decisions suggest that there is no First Amendment protection inside the classroom. Three recent court decision show a real curtailment of the free speech rights of faculty when they are speaking in their roles as employees. (Contains 31 endnotes.) (SLD)

ED 458 847   HE 034 476

Clery, Sue; Lee, John
Higher Education Staff.
PUB DATE- 99
NOTE- 8p.; Theme issue.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; *Employment Patterns; *Higher Education; *School Personnel; *State Legislation; Teacher Student Relationship; Tenure
IDENTIFIERS- *Right to Work Laws

This report reviews changes in higher education staff by occupation between 1993 and 1997. Specific attention is paid to staffing patterns in states with right to work laws compared to those without it. When a state enacts a right to work law, it can be assumed it is not supportive of public unions. This analysis is based on data from the National Center for Education Statistics 1997 Fall Staff in Postsecondary Institutions data file. The number of higher education employees increased very slightly between 1993 and 1997, as did full-time equivalent (FTE) student enrollment. The ratio of staff to FTE students remained nearly constant. Over the same

Belanger, Paul; Bochynek, Bettina
The Financing of Adult Learning in Civil Society: A European Exploratory Study.
SPONS. AGENCY- Commission of the European Communities, Brussels (Belgium). Directorate-General for Education, Training, and Youth.
PUB DATE- 00
NOTE- 146p.; Authored in collaboration with Kai-Oliver Farr.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Accountability; Adult Education; *Adult Learning; Adult Programs; Adult Students; Certification; Comparative Education; Definitions; *Educational Finance; Educational Legislation; Educational Policy; Educational Trends; Federal Legislation; Fees; Financial Support; *General Education; *Lifelong Learning; *Nongovernmental Organizations; Organizational Change; Organizational Development; Organizational Objectives; Postsecondary Education; *Public Education; Public Policy; State of the Art Reviews; Student Financial Aid; Synthesis; Trend Analysis
IDENTIFIERS- *Europe

The financing of adult learning in civil society in Europe was examined in an exploratory study that focused on the relationship between nongovernmental organizations (NGOs) and the status of financing in the general field of adult learning. Adult education experts from the following countries were subcontracted to develop "country windows" on their nation's policies regarding public financing of NGOs supporting individuals' participation in organized adult learning: Austria, Belgium, Czech Republic, Denmark, Finland, France, Germany, Greece, Hungary, Ireland, Luxembourg, the Netherlands, Portugal, Spain, Sweden, and the United Kingdom. Each country window included information on the following topics: the educational system and provisions for financing education; the legislative environment; the amount of public financial support; recognition and accountability; and supranational financial support. The country windows revealed that NGOs in the individual study countries are funded by combinations of the following funding mechanisms: (1) basic grants/general operational allocations; (2) project-bound operational grants; (3) fees from participants; and (4) private sponsoring by companies, foundations, or national lotteries. In most countries, public financing of NGOS was increasing, as was the role of NGOs on the adult learning scene. (Most of the country windows, which constitute approximately 60% of the document, include substantial bibliographies.) (MN)

ED 458 363 CE 082 164

Federighi, Paolo, Ed.
Glossary of Adult Learning in Europe. A.E. Monographs.
SPONS. AGENCY- Commission of the European Communities, Brussels (Belgium). Directorate-General for Education and Culture.
PUB DATE- 99
NOTE- 127p.; Edited in co-operation with Willem Bax and Lucien Bosselaers. Supported by the Socrates Programme, Adult Education.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020),Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Access to Education; Adult Education; Adult

drafting industry; basic drafting lab skills; geometric constructions; orthographic projections; pictorials; development drawings; dimensioning techniques; machine drawings; residential architecture; and electrical and electronic drawings. (YLB)

ED 458 378 CE 082 489

Electrical Trades. FasTrak Specialization Integrated Technical and Academic Competency (ITAC). Revised.
PUB DATE- 01
NOTE- 10p.; For other FasTrak ITACs, see CE 082 485-494 and CE 082 496.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Competence; *Competency Based Education; Computer Oriented Programs; Degrees (Academic); Educational Certificates; *Electrical Occupations; Electrical Systems; Electricity; Graduation Requirements; *Integrated Curriculum; *Job Skills; Labor Force Development; Mathematics Skills; Postsecondary Education; Secondary Education; *State Programs; Statewide Planning; *Trade and Industrial Education
IDENTIFIERS- National Electrical Code; *Ohio

This document contains an introduction to the Ohio Integrated Technical and Academic Competency (ITAC) and Specialization ITAC; an overview of the electrical trades; a list acknowledging professionals who helped develop the competency list; and the comprehensive list of professional or occupational competencies deemed essential for graduates to be able to perform proficiently when they graduate from an Ohio specialization workforce development program for the electrical trades. The introduction explains the following: (1) critical academic, employability, and information technology skills have been integrated throughout the list to support the technical skills; (2) the competency profile can be used as the basis for curriculum development in Ohio's secondary, adult, and postsecondary programs; and (3) the specialization competency profile is organized so that it can be clustered or grouped in a modular approach. The overview of the electrical trades describes general duties, some specific tasks, employment opportunities, length of program, type of program (classroom instruction and/or work experience), and types of certificates and/or degrees. The competencies are grouped under broader skills that are, in turn, categorized under these 13 major topics: orientation to the electrical trades industry; safety in the electrical trades industry; mathematics in electrical trades; computer applications in electrical trades; electrical principles and theory; National Electrical Code and other applicable codes; test equipment; electrical blueprints; fasteners and anchors; residential installations; commercial and industrial installations; commercial and industrial motor installations; and specialized systems. (YLB)

ED 458 379 CE 082 490

Electronics. FasTrak Specialization Integrated Technical and Academic Competency (ITAC). Revised.
PUB DATE- 01
NOTE- 11p.; For other FasTrak ITACs, see CE 082 485-494 and CE 082 496.

ED 458 395 CE 082 541

Stephen, Jennifer
Choosing Training?
SPONS. AGENCY- Ontario Women's Directorate, Ottawa.; Status of Women Canada, Ottawa (Ontario).
PUB DATE- 98
NOTE- 38p.; Graphics by Grace Channer. Also supported by the Trillium Foundation.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Career Choice; Cognitive Style; Course Selection (Students); Developed Nations; Educational Technology; Employment Potential; *Employment Programs; *Employment Services; Foreign Countries; Job Search Methods; Job Skills; *Job Training; *Labor Market; Prior Learning; Program Evaluation; Service Occupations; Student Educational Objectives; Student Interests; Student Needs; Transfer of Training; Vocational Aptitude; *Vocational Evaluation
IDENTIFIERS- *Canada

This guide is designed to help the user enter into the job market by making the most of their existing skills and finding additional training. Section 1, Vocations, Occupations, Careers, looks at the assessment tools used by employers and trainers to prepare people for today's job market. It describes how to develop a personal inventory of skills and knowledge to help select the right combination of training and employment services. Other topics are computers; employability skills; skills assessment; transferable skills; developing a learning portfolio; prior learning assessment and recognition; recognition of foreign credentials; and developing an occupational or career ladder. Section 2, Jobs, Jobs, Jobs: Getting to Know the Labor Market, discusses what a good job is; basic things one needs to know about the labor market; how the labor market works; complete makeover of the service industry; provincial trends; and how to start looking for a job or develop a plan for job training. Section 3, Training and Employment Services: Tools and Checklists, focuses on steps in determining whether to take a training course. It covers developing an action plan; what one's learning style is; new learning technologies; fitting it into one's schedule; what should one look for in a training program; how one can evaluate a training program; and training standards. Ten references, 14 organizational resources, and 5 Internet sites are listed. (YLB)

ED 458 396 CE 082 543

Elliott, Mark; Roder, Anne; King, Elisabeth; Stillman, Joseph
Gearing Up: An Interim Report on the Sectoral Employment Initiative.
PUB DATE- 01
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; Economically Disadvantaged; Education Work Relationship; *Employment Opportunities; *Employment Programs; Employment Services; Government Role; *Job Development; Job Placement; Job Skills; Job Training; *Labor Force Development; Low Income; Low Income Groups;

Work; Virginia

A study was conducted to determine the extent to which teachers and principals perceive that strategies and conditions to integrate academic, career, and technical education are present in their schools. The study was carried out in Virginia through a 56-statement questionnaire with High Schools That Work (HSTW) schools (schools that are part of an initiative to change the traditional education setting to one that is integrated and collaborative with the participation of all academic and career and technical education teachers). Respondents were asked to rate each item on how integrative conditions are present in their schools, using a five-point Likert-type scale. Results indicated that of the 56 items, teachers and principals rated 42 as neutral for integration and only 14 items as indication of curriculum integration present in their schools. In general, the principals were more aware of the presence of integration strategies or conditions because they have observed teachers throughout their schools and have performed summative evaluations, while some teachers may not be aware of the integration strategies or conditions present in their schools. The study concluded that since integrating academics and career and technical education is one strategy for raising student achievement and preparing students for the workplace, teachers and principals should make a conscious effort to integrate academic and career and technical education. (Contains 15 references.) (KC)

ED 458 414   CE 082 569

Forsythe, Dall W., Ed.
Quicker, Better, Cheaper? Managing Performance in American Government.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 01
NOTE- 635p.; Published by Rockefeller Institute Press.
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Accountability; Administrator Effectiveness; Adult Education; Budgeting; Case Studies; Community Development; Economically Disadvantaged; Employment Programs; Employment Services; Federal Government; Federal Legislation; *Federal Programs; Federal State Relationship; Health Insurance; Job Training; Local Government; *Management Systems; *Measurement; *Performance; Program Effectiveness; *Public Administration; State Government; Welfare Recipients; *Welfare Services
IDENTIFIERS- *Government Performance and Results Act 1993; Performance Indicators

These case studies and analytic essays are intended to give the reader a richer understanding of when and how top managers succeed or fail in their efforts to use performance management (PM) systems to improve the functioning of federal, state, and local government in the United States (U.S.). The question mark in the title is intended to remind the reader that the efficacy of PM in U.S. government is a question for discussion, not a settled issue. Dissenting voices on the topic are heard, and case studies explore problems in PM as well as success stories. "Introduction" (Richard P. Nathan) gives some background and briefly describes the cases studies and essays. "What Types of Performance Information Should Be Tracked?" (Harry P. Hatry) discusses various performance indicators. Section II, PM and the Federal Government, begins with two chapters by skeptics followed by three by enthusiasts: "Getting Performance Measures to Measure Up" (Allen Schick); "The Economics of Performance temporary agency, sequential short term employment multiple job holding, non-permanent part-time work, and self-employment where the worker does not hire anyone else.) The study found that, despite popular perception of the attractiveness of such "flexible" work arrangements, most contingent workers wanted to break into or rejoin the permanent, core workforce but were prevented from doing so by rules of temporary employment agencies, lack of education, immigration status, or discrimination. These workers received very low wages, had breaks in employment between assignments, worked long days on short notice, and usually lacked benefits such as sick leave, disability, and unemployment insurance. The study determined that the so-called work flexibility is not favored by most contingent workers and is usually a hidden form of unemployment or underemployment. The researchers concluded that increasing the incidence of contingent work may have detrimental long-term consequences for the workers as well as for society as a whole. (KC)

ED 458 429 CE 082 612

Brown, Larry
Applying the Principles of Youth Development to Youth Opportunities Grants, WIA Formula Funded Programs & Community-Based Youth Programs.
PUB DATE- 01
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adolescents; Adoption (Ideas); Adult Programs; *Community Programs; Comparative Analysis; Counselor Client Relationship; Definitions; Delivery Systems; Educational Objectives; Educational Research; Employment Programs; Experiential Learning; Grants; Guidelines; *Job Training; Leadership Training; Participative Decision Making; Policy Formation; Postsecondary Education; Program Development; Program Evaluation; Program Improvement; Research Utilization; Social Science Research; Staff Development; Student Empowerment; Systems Approach; Teacher Student Relationship; Teaching Methods; *Theory Practice Relationship; Training Methods; Young Adults; Youth Employment; *Youth Programs
IDENTIFIERS- *Workforce Investment Act 1998

Youth development lies at the heart of the Workforce Investment Act and the Youth Opportunity Movement. Like employment training programs for adults, employment training programs for youth should focus on acquisition of skills, gainful employment, and productive citizenship. Beyond these three characteristics, it is essential that programs for youth incorporate the following key principles of youth development: (1) have a clear, well articulated "theory" that serves as a reference point for everyone involved; (2) operate within an organizational structure that is as developmental for staff as the program structure is for participants; (3) calculate all policies, programs, decisions, priorities, and designs to help kids build caring relationships with adults and fellow participants; (4) have a membership element that encourages youth to foster an affiliation with and connection to the program; (5) grant broad, genuine responsibility to youth for program design, decision making, and management; (6) make service to community a key program element; (7) provide

Foreign Countries; Health Occupations; *Lifelong Learning; Literature Reviews; Models; *National Standards; National Surveys; Nonformal Education; Occupational Clusters; Policy Formation; Postsecondary Education; Prior Learning; *Qualifications; Standard Setting; State of the Art Reviews; Synthesis; Systems Approach; Trend Analysis; Vocatio *European Union; General National Vocational Qualif (England);
IDENTIFIERS- *European Union; General National Vocational Qualif (England); International Standard Classification of Education; National Vocational Qualifications (England)

This document contains reports on the structures of qualification levels in Germany, Spain, France, the Netherlands, and the United Kingdom that were commissioned during a study to identify trends and developments in the European Union related to national certification frameworks. Each country report examines the following topics: the history of the development of the country's classification system; the definition of standards applied by the country; and the procedures for developing and approving the country's standards and the number and definitions of levels used in the system. In addition, the country's national system for certifying qualifications is examined in depth through case studies of the building and health care sectors. Finally, the similarities and differences between the national system and the European five-level training structure are described along with the extent to which the five-level training structure is still applied in the country. The following are among the items appended to the individual country reports: (1) a detailed description of the system of vocational qualifications of Spain's Basque Institute for Qualifications; (2) a list of specialization groups in 17 occupational categories in France; (3) an overview of the Netherlands' national certification bodies; and (4) a list of the United Kingdom's national training organizations. (MN)

ED 458 446 CE 082 634

Heitmann, Gunter
European Structures of Qualification Levels: Reports on Recent Developments in Germany, Spain, France, the Netherlands and in the United Kingdom (England and Wales). Volume 3.
PUB DATE- 01
NOTE- 62p.; For volumes 1 and 2, see CE 082 632-633.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Adult Learning; Articulation (Education); *Certification; Classification; Comparative Analysis; Comparative Education; Credentials; Definitions; Educational Planning; Educational Policy; Educational Practices; *Educational Trends; Evaluation Methods; Experiential Learning; Foreign Countries; *Lifelong Learning; Literature Reviews; Models; *National Standards; National Surveys; Nonformal Education; Occupational Mobility; Policy Formation; Postsecondary Education; Prior Learning; *Qualifications; *Standard Setting; State of the Art Reviews; Synthesis; Systems Approach; Transfer Policy; Trend Analysis; Vocational Education; Work Experience
IDENTIFIERS- *European Union; General National Vocational Qualif (England); International Standard Classification of Education; National Vocational Qualifications (England)

Recent trends and developments related to the structures of qualification levels in Germany, Spain, France, the Netherlands, and the United Kingdom were examined in a quasi-

PUB DATE- 01
NOTE- 13p.; Paper presented at the Annual Conference of the American Psychological Association (109th, San Francisco, CA, August 24-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescent Development; *Adolescents; *Dating (Social); Demography; *Eating Disorders; Emotional Experience; Grade 12; Grade 9; High School Students; High Schools; Interpersonal Communication; *Mental Health; *Peer Relationship; Racial Factors; Socioeconomic Influences; Student Surveys; *Violence
IDENTIFIERS- Date Rape; Dating Violence; Suicide Attempts

This study assessed the prevalence of date violence and rape among adolescents in order to examine the associations between date violence and rape, and eating disorders and psychopathology. The study also attempted to determine if these associations remained significant after controlling for sociodemographic characteristics. A Minnesota school-based sample of 81,247 boys and girls in grades 9 and 12 completed the Minnesota Student Survey. Overall, approximately 9% of the girls and 6% of the boys reported date rape or violence. Significant differences were found across race and grade. Date violence and rape was associated with higher rates of disordered eating and suicide behaviors, and lower scores on measures of emotional well-being and self-esteem. Over 50% of youth who reported both date rape and violence had attempted suicide. Results suggest that abusive dating experiences may disrupt normal developmental processes for adolescents. These disruptions may be manifested through thoughts, feelings, and behaviors. (Author/JDM)

ED 458 467 CG 031 329

Hevern, Vincent W.
Teaching Narrative in Psychology: Scholarly Foundations and Advisement Resources.
PUB DATE- 01
NOTE- 16p.; Paper presented at the Annual Meeting of the American Psychological Association (109th, San Francisco, CA, August 24-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counseling Techniques; *Counseling Theories; Graduate Students; Higher Education; *History; Psychological Studies; *Psychology; Social Sciences; Sociology
IDENTIFIERS- *Narrative Theory

Which foundational theorists, concepts, and published literature anchor the emerging narrative perspective in the social sciences, particularly psychology? A panel of 19 scholars who actively publish from this viewpoint and drawn mostly from psychology and sociology (N=10 and 5, respectively) was surveyed to offer expert judgment about this question during three time periods (prior to 1920 and from 1920 through 1970) and contemporaneously (since 1970). They also suggested current graduate programs in the social sciences where interested students might pursue advanced study from a narratively informed stance. (Contains 5 tables and 48 references.) (Author/JDM)

International Career Development Conference (Seattle, WA, November 7-11, 2001); see CG 031 356.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Counseling; *Career Exploration; Counselor Role; Counselor Training; *Psychology; Self Concept; Self Evaluation (Individuals); *Spirituality; Values
IDENTIFIERS- Inner Direction (Psychology); *Psychosynthesis

Psychosynthesis provides a coherent theory for framing the self assessment and career exploration process. It helps clients understand their conflicting needs and assists them in clarifying and responding to their inner callings. This paper presents an overview of the aspects of Psychosynthesis theory and practice found to be most relevant when working with clients in both individual and group sessions as they explore their vision and move towards decisions for their future. The counselor's role in Psychosynthesis is to guide clients through the process of clarifying their inner wisdom and to help them distinguish it from other internal messages they receive. Clients can learn to respond to their true self, which will take them into new territory when exploring the world of work and their evolving place in it. (JDM)

ED 458 490 CG 031 364

Lewis, Cindy; Sabedra, Cynthia
When Assessments Fail: Using Alternative Approaches to Career Exploration.
PUB DATE- 01
NOTE- 9p.; In: "Staying Innovative and Change-Focused in the New Economy"; A Collection of Special Papers Generated for the 2001 International Career Development Conference (Seattle, WA, November 7-11, 2001); see CG 031 356.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alternative Assessment; *Career Counseling; *Career Exploration; College Students; Decision Making; Experiential Learning; Higher Education; Internship Programs; Personality Assessment; *Student Personnel Workers

Career Assessments are useful in helping people uncover their interests, values, personality, and skills. The problem with assessments occurs when counselors do not use the information to explore options for career decisions with students. This paper offers 10 alternatives to administering Career Assessments, which counselors can immediately implement into their counseling sessions. The suggestions include: (1) volunteer or do an internship in an area of interest; (2) get involved with a career contact program that offers mentors; (3) describe a dream job scenario; (4) complete some field research or informational interviews; (5) read about job descriptions on the Internet; (6) consider hobbies that may have career options; (7) join groups that link students with professionals in a field of interest; (8) use a company directory to generate ideas or interests; (9) learn lessons about resourcefulness, creativity, and persistence; and (10) read books about career decision making. Counselors have to be mindful not to overwhelm students with too many ideas at one time. Coaching will be needed to tell them how the ideas work. (JDM)

ED 458 512 CG 031 404

Motoike, Janice; Stockdale, Margaret
Japanese International Students' Attitudes toward Acquaintance Rape.
PUB DATE- 01
NOTE- 19p.; Poster presented at the Annual Conference of the American Psychological Association (109th, San Francisco, CA, August 24-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Cross Cultural Studies; Foreign Students; Higher Education; Integrity; Interpersonal Relationship; *Japanese Culture; Sex Differences
IDENTIFIERS- *Acquaintance Rape; Japanese People; United States (Midwest)

This study looked at the influence of an Asian sociocultural variable, loss of face or social integrity, as a predictor of perceptions of acquaintance rape among Japanese students. In addition to the expected associations between gender, sexism, and perceptions of rape, loss of face was predicted to interact with the perpetrator's reference group such that an aggression-enhancing reference group would reduce, and an aggression-inhibiting reference group would heighten perceptions of rape in a given scenario. Surveys were distributed to Japanese students in linguistics classes and Japanese student associations at various Midwestern universities. The results support gender differences in attitudes toward women and attitudes toward rape victims. The loss of face by reference group interaction was not a significant predictor of the participants' own victim blaming or attitudes toward rape victims, but it was a significant predictor of perception of perpetrator blame in the expected direction. Examining cultural factors may provide insight into developing preventive measures against acquaintance rape and appropriate orientations for Japanese international students. (Contains 3 tables and 10 references.) (JDM)

ED 458 513 CG 031 405

Cusworth, Sarah
Orientation and Retention of Counseling PhD Students: A Qualitative Study.
PUB DATE- 01
NOTE- 12p.; Paper presented at the Annual Conference of the American Psychological Association (109th, San Francisco, CA, August 24-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Counseling; *Counselor Training; Doctoral Degrees; Graduate Students; Higher Education; Qualitative Research; *School Orientation; Student Attitudes; Student Personnel Services; Student School Relationship; Student Surveys

Little is known concerning the satisfaction of newly admitted graduate students with their program's orientation process. In fact, Pruitt-Logan and Isaac (1995) called graduate students' experience "the great unaddressed academic issue in higher education." Some research has addressed specific aspects of graduate student orientation and retention, like mentoring and variety of reading levels and purposes. Teachers are free to arrange the materials in the document in any form that best benefits their students. (NKA)

ED 458 533 CS 014 497

Thomas, Gary; Davis, Pauline
The Identification of "Need" in Reading.
PUB DATE- 96
NOTE- 10p.; Paper presented at the Annual Meeting of the British Educational Research Association (Lancaster, England, September 12-15, 1996). Support provided by the Cadmean Trust, England.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Elementary Education; Foreign Countries; Labeling (of Persons); National Surveys; *Reading Achievement; *Reading Difficulties; *Special Needs Students; *Student Evaluation; Testing Problems
IDENTIFIERS- United Kingdom

To discover how far judgments about need are consistent across schools, a national sample of special needs coordinators was asked to say how many children with reading difficulties existed in their schools. Responses from schools where mean levels of reading were high were compared with those where mean levels were lower. Analysis indicates that perception of reading difficulty tends to vary with the level of reading in the school: in schools where mean levels are higher, a child is more likely to be considered to have a reading difficulty than an equivalent child in a school where mean levels are lower. It is concluded that increasing use of within-school assessment raises the danger of resources being diverted away from those most in need. (Contains 19 references, a table, and 3 figures of data.) (RS)

ED 458 534 CS 014 499

Shaughnessy, Michael F.; Seevers, Randy; Thomas, Joan
Forced Processing Tactics To Increase Reading Rates, Comprehension and Vocabulary Skills with College Students.
PUB DATE- 99
NOTE- 7p.; Paper presented at the European Conference on Educational Research (Lahti, Finland, September 22-25, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; Reading Comprehension; *Reading Improvement; *Reading Rate; Reading Research; Vocabulary Development

The improvement of college students' reading rate and comprehension is a major educational concern. Many students arrive at college unprepared for the massive amount of required reading. This study presents several attempts to improve vocabulary, reading rate, and comprehension and addresses tangential issues related to the improvement of reading at the college level. Students were asked to indicate the number of credit hours taken, hours worked outside of school, and number of children in the home. These were used as co-variates to examine their influence on reading rate, comprehension, and vocabulary. The results are examined within an information processing context. (RS) model which suggests that the first cue a child should focus on is the grapho-phonemic information. After the child has used the letters to "sound out" the word, the child should pay attention to the semantic and syntactic information to determine if the word makes sense in that context. Evidence for this alternative model is compelling. However, a prerequisite to mature reading comprehension is fluid and automatic decoding skills. (NKA)

ED 458 555 CS 014 525

Wren, Sebastian
What Does a "Balanced Literacy Approach" Mean? Topics in Early Reading Coherence.
PUB DATE- 01
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Beginning Reading; Comparative Analysis; *Phonics; Primary Education; *Reading Instruction; *Whole Language Approach
IDENTIFIERS- *Balanced Reading Instruction; Southwest Educational Development Laboratory

The phonics and whole language approaches reflect very different underlying philosophies of reading instruction and stress very different skills. The philosophy underlying the whole language approach is that reading is a natural process, much like learning to speak, and that children exposed to a great deal of authentic, connected text will naturally become literate without much explicit instruction. The philosophy underlying the phonics approach is quite different--phonics advocates argue that most children require a great deal of explicit instruction in the rules of printed text to learn to read. This paper describes the way the two approaches work in the classroom setting and discusses the "reading wars"--the debate (which has been raging for many years) over which is the best approach to teach children to read. The paper then considers the balanced approach to literacy, opining that neither phonics nor whole language is a particularly effective method to teach reading. It states that most people do not agree on what the term "balanced approach" means or how it is accomplished in the classroom. The paper concludes that rather than picking the best elements from the phonics and whole language approaches, it seems sensible to ask what information about reading and reading instruction has been supported by research, and move forward from there. It notes that research in reading is providing knowledge about approaches and understanding that neither "camp" was able to provide. (NKA)

ED 458 556 CS 014 526

Wren, Sebastian
Decoding and the Jabberwocky's Song. Topics in Early Reading Coherence.
PUB DATE- 01
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Algorithms; Ambiguity; *Decoding (Reading); *Reading; *Reading Comprehension; Reading Processes

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Education; Inservice Teacher Education; Instructional Effectiveness; *Instructional Improvement; *Language Arts; *Literacy; *Professional Development; Teacher Role
IDENTIFIERS- *Coaching; Course Development

Most books about teacher education processes are generic in their descriptions. This book, however, is designed to enable staff developers and teacher educators to help teachers become effective in their teaching of the reading and writing processes. The book offers specific suggestions for planning and implementing a literacy professional development course. It covers everything, including how to get started the right way, what materials are needed and where to find them, what the best activities for effective, hands-on practice are, and how to develop K-6 inservice courses throughout the year. It places particular emphasis on how to help teachers of the reading and writing processes improve via coaching. A framework for conceptualizing professional development programs is presented in the book, along with guidelines, descriptions, and examples for using this framework to create a comprehensive K-6 professional development literacy program. Handy conceptual tools for analyzing several different kinds of lessons are explained and provided as reproducibles, which literacy coaches can use to guide productive discussion and help teachers refine their instruction. Contains approximately 125 references. (NKA)

ED 458 577 CS 217 544

Babin, Edith; Harrison, Kimberly
Contemporary Composition Studies: A Guide to Theorists and Terms.
PUB DATE- 99
NOTE- 330p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Academic Discourse; Definitions; Educational History; Higher Education; *Profiles; *Scholarship; Theory Practice Relationship; *Writing (Composition); *Writing Instruction; *Writing Research; *Writing Teachers
IDENTIFIERS- *Composition Theory

This reference guide of composition studies defines key terms and concepts and provides information about scholars in the field. The guide is intended as an invitation into composition studies for newcomers who wish to explore and perhaps contribute to the discipline, for those in other disciplines who wish to familiarize themselves with the field of composition studies, and for seasoned writing teachers who wish to review the field, possibly making new connections between theory and practice. Taking the early 1960s as the beginning of composition studies, the guide introduces leading scholars and researchers, identifies their areas of interest and expertise, and briefly reviews their major contributions. It also includes summary scored. Data were subjected to three tests of statistical significance. All three tests indicated that Freewriters and Clusterers produced significantly more written propositions than were produced by Visible Drawers and Think Timers. However, in no case was the numerical difference between scores of these two least productive groups found to be statistically significant. Data also indicated that fifth graders can write for a variety of aims, though they tended to produce the greatest number of written ideas when writing informative papers and the fewest for persuasive. Strategies were equal for male and female. (NKA)

ED 458 597 CS 217 714

Swarts, Jason
Live from the Writing Center: Technological Demands and Multiliterate Practice in a Virtual Writing Center.
PUB DATE- 01
NOTE- 118p.; Paper presented at the Annual Meeting of the Northeast Writing Centers Association (17th, Worcester, MA, March 31, 2001).
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Mediated Communication; Course Descriptions; Higher Education; *Student Needs; *Writing Assignments; *Writing Laboratories
IDENTIFIERS- *Computer Assisted Writing; *Online Courses; Rensselaer Polytechnic Institute NY; Tutorial Mode

"Online Writing Tutorial" (OWI) was designed and piloted in the summer of 2000 as a one to two credit writing course intended for Rensselaer Polytechnic students on co-op assignment in New York and across the country. Similar to its ancestor course, "Writing Workshop" (WW), which was a one-credit course designed to fit the specific writing needs of the students who enrolled, OWT is built around the writing needs of the students. Writing assignments for students on co-op assignment range from commonplace business writing like letters, reports, and e-mails to more specific pieces like "design-reviews" and "competency reports." Upon determining a major writing project that will serve as the final project for the course, the student and instructor design a curriculum that leads to the completion of the major writing project. As closely as possible, other course activities and assignments are scheduled to mimic actual workplace deadlines. All contact for the course is online, through some computer-mediated means or another. This paper presents an overview of the curricular and technological successes and failures of the Writing Center's first real-time, distance writing course, Online Writing Tutorial. Appended is the course syllabus and copies of slides used to present the paper at the conference. (NKA)

ED 458 598 CS 217 716

Frost, Helen
When I Whisper, Nobody Listens: Helping Young People Write about Difficult Issues.
PUB DATE- 01
NOTE- 136p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

perspectives, the paper seeks to structure some of the questions that inform the potentially competing priorities of the business writer and the writing tutor. (NKA)

ED 458 618 CS 217 741

Barton, Fred
Holy Mitosis Batman, It's a Gamete: Blending (Bending) the Research Genre.
PUB DATE- 01
NOTE- 17p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (91st, Baltimore, MD, November 15-20, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audience Awareness; Discourse Modes; Higher Education; *Research Papers (Students); Secondary Education; *Writing Assignments; *Writing Instruction; *Writing Processes
IDENTIFIERS- I Search; Macrorie (Ken); *Writing Contexts

Ken Macrorie coined the term "I Search," which puts the writer at the center of the paper and seeks to put a human face on the data collected. Looking for a way to use the research writing assignment to help students learn to adjust their ideas to different formats by becoming more aware of how different structures can be shaped around their ideas, this paper's author/educator plotted writing modes according to their degree of formality and size of audience. Explained in the paper is how the concept of audience awareness was used as a starting point to put together a sequence of student assignments that gradually built awareness of the implicit structures of writing awareness, culminating with a paper that pushed the limits of classic genre-based styles. The first step is an interview paper in which the students find a person with a story, get him or her to tell this story, and then create a paper that mixes the storyteller's voice with their own. The second step is a further complication of the first. Students are asked to abstract an idea out of the first paper that they feel is worth further investigation and, using the elements of the first assignment that relate to that idea, build upon it with the addition of secondary research. In the fairly traditional third paper, students are free to seek a topic of their own, and while the approach is I Search (emphasizing the author's voice), they must also include both primary and secondary research. The final assignment is the climax (handout contains an example). The goal is to show students that they can say what is important for them to say and adjust it in a way that will be appropriate and interesting across a wide range of contexts. A graph and an assignment sheet are attached. (NKA)

ED 458 619 CS 217 744

Skidmore, David W.
The Dialogue of Spoken Word and Written Word.
PUB DATE- 99
NOTE- 25p.; Paper presented at the Annual Meeting of the British Educational Research Association (Brighton, England, September 2-5, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches,

into social difference that affect ideas about friendship among adolescents and adults. The paper explains that the study involved interviews with 108 persons (44 adolescents and 64 adults) in Berlin; the adults were mostly university students, while the adolescents were mostly high school students. It states that the comparability of the groups with respect to key traits was given, and that the interviews were transcribed then coded and analyzed with the aid of the text analysis system MAX (Kruckartz, 1992). According to the paper, results revealed considerable differences regarding the function of friendship and to key conceptions of interpersonal relationships (related to concepts such as trust, politeness, honesty/openness, fidelity, and conflict) between East and West Berliners shortly after reunification, and also revealed considerable differences between adolescents and adults. (Contains a 28-item bibliography.) (NKA)

ED 458 637 CS 510 649

Andrews, Sharon Vincz
Evaluation of Website: www.doe.state.in.us/charactered for Indiana Clearinghouse for Citizenship and Character Education.
PUB DATE- 01
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Citizenship Education; *Educational Resources; Elementary Secondary Education; Ethical Instruction; Evaluation Criteria; World Wide Web
IDENTIFIERS- *Character Education; Moral Education; Web Site Design

The challenge for a Web site designer is always to get the users to the correct information. According to experts in the field, site design should be aimed at simplicity above all else. This paper evaluates the Indiana Clearinghouse for Citizenship and Character Education's Web site. The paper finds that the format is simple and excellent, easily accessible and navigable. It outlines the types of information that are available on the Web site and discusses the pros and cons of this information. The paper also lists seven recommendations for improving the Web site. Attached are several sample Web site pages. (NKA)

ED 458 638 CS 510 650

Andrews, Sharon Vincz
Character Education Literacy Kits: Supporting the Home/School Connection.
PUB DATE- 01
NOTE- 7p.; Paper presented at the Annual Meeting of the Character Education Conference, (7th, St. Louis, MO, July 12-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Childrens Literature; Elementary Education; *Material Development; *Teacher Developed Materials; *Values Education
IDENTIFIERS- *Character Education; *Family Activities; Instructional Packages

This paper explains that the teacher participants at the

(120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Assignments; Creative Activities; Higher Education; *Internet; *Mass Media; Models; *Speech Communication
IDENTIFIERS- *Web Sites

As the Internet is becoming more and more of a commonplace technology in the Western world, many communication programs have begun to offer technology-related communication courses. Usually, these classes require students to create a Web site. A good Web site, however, requires more than colored text, a few graphics, and a few links. This paper explores the Web site assignment as a valuable exercise. First, theoretical background is reviewed, as both students and instructors should be familiar with some of these concepts before creating a Web site. Second, a seven-step model is explained that forces students to think about their Web site before actually creating it. The paper's author/educator states that personal experience has proven that combining the background information and the seven steps leads to higher quality Web sites that students are not afraid to show potential employers. Contains 36 references. (NKA)

ED 458 660 CS 510 674

Bunz, Ulla K.
"I Don't Think They Even Exist!" Teaching CMC through CMC: Experiences from a Cross-University Computer-Mediated Communication Class.
PUB DATE- 00
NOTE- 23p.; Paper presented at the Southern States Communication Association Convention (New Orleans, March 30-April 2, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Mediated Communication; *Cooperative Learning; Course Descriptions; Higher Education; *Intercollegiate Cooperation; Reflective Teaching; Theory Practice Relationship
IDENTIFIERS- Rensselaer Polytechnic Institute NY; Teaching Perspectives; University of Kansas

This paper focuses on a cross-university computer-mediated communication class which was taught during the spring semester at the University of Kansas (the other campus was at Rensselaer Polytechnic Institute in New York). The paper's first part briefly introduces the class design including set-up, assignments, and topics covered. The second part looks at the class as a learning experience and discusses some computer-mediated communication (CMC) related issues that developed through interaction in the class, such as computer-mediated collaborative learning, media richness theory in application, and identification issues. The paper closes with a personal reflection on teaching CMC through CMC. Contains 23 references. Appended is "Lessons Learned from Group Project 1." (NKA)

ED 458 661 CS 510 675

Brookshire, Cathy A.
Standards of Learning Covered by Study of "Mutsmag" and "Ashpet" Dramatizations.
PUB DATE- 01
NOTE- 9p.
LANGUAGE- English

management (SCBM) as a process for school improvement and as applied to schools on the island of Chuuk (formerly, Truk). It involves everybody within a school's community, including mayor, principal, teachers, church leaders, traditional leaders, parents, and students. As a cooperative system of local management, it allows a school greater flexibility in adjusting state rules and policies to meet the needs of the community. Some basic beliefs behind SCBM are that members of the community have the skills and the ability to decide what is best for their students, that the school community has a better idea of what is good for the school than people far away, that persons affected should share in the decisions that are made, and that students will learn more and learn better if everyone shares in their roles and responsibilities. Steps are described for starting and maintaining SCBM. The SCBM organizational model usually used in Hawai'i is also described. Considering that much of Chuuk cultural values revolve around fishing and its supporting activities, SCBM allows for the inclusion of fishing techniques, and fishing net weaving, among other relevant skills, into the curriculum. (RT)

ED 458 681 EA 031 393

SABIS International Charter School: Management Issues and Recommendations.
PUB DATE- 00
NOTE- 56p.; Robert A. Cerasoli, Inspector General.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Charter Schools; Contracts; *Educational Finance; Elementary Secondary Education; *Financial Audits; Governing Boards; Government Publications; *Money Management; School Effectiveness; State Boards of Education; State Regulation
IDENTIFIERS- *Massachusetts

SABIS International Charter School was among 24 Commonwealth charter schools included in a study undertaken by the Office of the Inspector General in March 1998. The Office identified weaknesses in the contracting practices, procurement procedures, and financial management. Findings include: (1) the Board of Trustees did not employ sound business and contract oversight practices in administering the school's financial relationship with SABIS, Inc. during the first 5 years of school operations; (2) the contract with SABIS, Inc. executed by the board in March 2000 would significantly increase the school's exposure to fraud, waste, and abuse; and (3) the Board of Trustees did not accurately document its official actions and policies. The Inspector General recommended that the Board of Education should disapprove any contract between the school and SABIS, Inc. containing the risky and unfavorable provisions mentioned above. The Inspector General also recommended that the Board of Trustees evaluate alternatives to recontracting with SABIS, Inc. to manage the school's business operations; directly select, contract with, and oversee the school's independent auditor; and conduct or commission a systematic analysis of the school's financial requirements before borrowing additional funds from SABIS, Inc. or any other source. An appendix contains the response of the SABIS International Charter School Board of Trustees. (RT)

ED 458 682 EA 031 394

Strategic Plan for Standards-Based Reform. Report of Progress.
PUB DATE- 99

quality of life at the center of economic development efforts; educate the populace, in particular the Latino population, through early childhood education and sustained nurturance through high school and beyond; reward graduates; develop a "thinking" economy; look in new places for leaders; and update the tax systems for the new economy by rebalancing the revenue mix and broadening the tax base. (Contains 37 references, 20 figures, 10 tables, and 4 maps.) (RJM)

ED 458 700 EA 031 413

Jehl, Jeanne; Blank, Martin J.; McCloud, Barbara
Education and Community Building: Connecting Two Worlds.
SPONS. AGENCY- Rockefeller Foundation, New York, NY.
PUB DATE- 01
NOTE- 45p.; Edited by Atelia I. Melaville. Support also provided by the National Community Building Network (NCBN).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; *School Community Relationship
IDENTIFIERS- Chula Vista City School District CA; District of Columbia

Schools and communities can work together in unison to benefit children and families. This paper explores the issues and potential inherent in closer relationships between schools and community-building organizations. Drawing from interviews and conversations with community builders and school leaders in urban areas, it attempts to help educators and community builders understand one another, to describe strategies that work to guide better interactions, and to offer recommendations for future joint efforts. The Starting Points section outlines the background of school and community involvement. The Sticking Points section examines differences between schools and community organizations. The Summary Points section gives the rules of engagement for both educators and community builders in chart format and demonstrates similarities in goals, differences in approach, and opportunities for cooperative work. The Building Relationships section details strategies that have been successful. The Rules of Engagement section offers suggestions to educators and community builders in chart format. Moving Forward is a section with suggestions for expanding and strengthening school and community interaction. The Stories of Four Communities section describes four sites where communities and schools work together: the Chula Vista Elementary School District, CA; the Germantown Settlement Multi-purpose Agency in Philadelphia, PA; the Logan Square Neighborhood Association, IL; and the Marshall Heights Community Development Organization, DC. Dialogue-Participants and Interviewees and Resource Organizations are appended. (RKJ)

ED 458 701 EA 031 414

Retention and Attrition of Pacific School Teachers and Administrators (RAPSTA) Study: A Compilation of Reports. Research Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 216p.; For individual reports, see ED 442 181-189 and EA 031 415.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.

East Asia. Final Report of the Training Seminar (Bangkok, Thailand, December 12-16, 2000).
PUB DATE- 00
NOTE- 51p.; With funding support from Japanese Funds-in-Trust.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Curriculum Development; Elementary Secondary Education; Foreign Countries; Political Influences; Social Influences
IDENTIFIERS- Cambodia; China; Indonesia; Japan; Laos; Malaysia; Mongolia; Philippines; *Reform Efforts; South Korea; Thailand; Vietnam

This report presents topics addressed at the December 2000 seminar on Capacity-Building for Curriculum Specialists from East and South-East Asia. Part 1, "Rethinking the Framework and the Capacities Needed for Curriculum Reform," gives some perspectives on trends and issues in curriculum change for the 21st century, both internationally and within South-East Asia. The inadequacy for contemporary societal needs of the traditional education systems developed in the 19th century are described. Part 2, "Strengthening Capacities for Curriculum Reform," looks at some practical means of improving the curriculum development and reform process. The "Curriculum Innovations in Basic Education: Preparing the Learners To Meet the Challenges of the New Millennium" project is described. Part 3, "Curriculum Changes and Reform in East and South-East Asia," focuses directly on the region in question. Socioeconomic and political issues with implications for curriculum change in Asia and the rest of the world are examined. Annex 1 gives a list of seminar participants and resource persons, and Annex 2 is an informational note about a subregional seminar on capacity building in fundamental skills for effective curriculum development and reform held in Bangkok, Thailand, December 12-16, 2001. (RT)

ED 458 721 EA 031 440

Rassekh, Shapour, Ed.; Thomas, Jeannine, Ed.
The Management of Curriculum Change and Adaptation in the Gulf Region. Final Report of the Seminar (Muscat, Oman, February 17-21, 2001).
PUB DATE- 01
NOTE- 105p.; Seminar organized with the Omani National Commission for UNESCO.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Cultural Influences; *Curriculum Development; *Curriculum Evaluation; Economic Factors; Elementary Secondary Education; Foreign Countries; Political Influences; *Seminars; Social Influences
IDENTIFIERS- Bahrain; Kuwait; Oman; Qatar; *Reform Efforts; Saudi Arabia; United Arab Emirates

The aim of this seminar was to draw attention to the necessity of a fundamental reform in school curricula to make them more adapted to the diversified challenges of the 21st century and to determine what concrete actions should be taken to achieve this goal. Another objective was the intellectual preparation of countries concerned for constructive participation in the September 2001 International Conference on Education. This final report of the seminar is divided into seven parts and three annexes. Parts 1 and 2 give an overall picture of the state of the art in regard to curriculum development in the information about English language learners with disabilities based primarily on data from the National Assessment of Educational Progress as well as state-level reports is discussed. Finally, a project which specifically examined data from students with disabilities and English language learners is discussed. Recommendations are made about ways to include these students (with appropriate accommodations) in educational accountability systems. (Contains 35 references.) (DB)

ED 458 740 EC 308 686

Bielinski, John; Thurlow, Martha; Ysseldyke, James; Freidebach, Jim; Freidebach, Melodie
Read-Aloud Accommodation: Effects on Multiple-Choice Reading and Math Items. Technical Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 01
NOTE- 31p.; Report based on a paper presented at the Annual Meeting of the National Council of Measurement in Education (Seattle, WA, April 11, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Difficulty Level; *Educational Assessment; Elementary Education; Item Bias; Mathematics Tests; Minimum Competency Testing; *Reading Difficulties; *Reading Tests; *Testing Problems
IDENTIFIERS- Missouri Assessment Program; *Testing Accommodations (Disabilities)

One of the most prevalent and controversial accommodations for students with disabilities is an audio presentation of written test material, the "read-aloud" accommodation. This study used test administration data from the Missouri Assessment Program to examine effects of using the read-aloud accommodation on the characteristics of multiple-choice math and reading test items administered to approximately 3200 students in 3rd and 4th grades. Four subject groups were defined: non-accommodated students with no disabilities; non-accommodated students with no disabilities matched in test performance to students with a reading disability; non-accommodated students with a reading disability; and students with a reading disability who took the test with the read-aloud accommodation. Differential item function (DIF) analysis was used to determine numbers of difficult items for each group. Significantly more DIF items were identified for students receiving the read aloud accommodation than for similarly disabled students tested without the accommodation, suggesting that the read-aloud accommodation is ineffective for students with reading disabilities or that a reading test measures the reading construct differently for students with a reading disability than for students without disabilities. Appendices present detailed test results. (Contains 13 references.) (DB)

ED 458 741 EC 308 687

Bechard, Sue
Models for Reporting the Results of Alternate Assessments within State Accountability Systems. Synthesis Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 01
NOTE- 22p.
LANGUAGE- English

NOTE- 10p.; Paper presented at the Learning Disabilities Summit: Building a Foundation for the Future (Washington, DC, August 27-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Decision Making; *Definitions; *Disability Identification; *Educational Policy; Educational Trends; Elementary Secondary Education; *Eligibility; *Learning Disabilities; Research and Development; *Theory Practice Relationship

This paper identifies trends in the population of students with learning disabilities (LD) in the public schools and explores reasons for these trends. It notes that there has been a 198 percent increase in the number of children served as LD between 1976-77 and 1992-93 due to a lack of consensus on the definition of LD and school-level processes designed to identify and provide services to students. It contrasts the authoritative definition of LD produced by the National Advisory Committee on Handicapped Children with various school-level processes that foster straying from these specifications. It notes the large amount of subjectivity at each stage of the process, including the teacher referral, the assessment process, and eligibility deliberations. Other reasons for the expansion of the LD concept include the common practice of ignoring exclusionary criteria and eligibility based on assessments conducted at one point in time. The paper goes on to note curricular consequences of the resulting heterogeneity of the school-identified LD population. It finds an unhealthy schism between research and practice fueled in part by the discrepancy between school-identified and research-identified students with LD. It proposes refinement of categories and multiple assessments of student progress. (DB)

ED 458 760 EC 308 708

Torgesen, Joseph K.
Empirical and Theoretical Support for Direct Diagnosis of Learning Disabilities by Assessment of Intrinsic Processing Weaknesses. Executive Summary.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 01
NOTE- 7p.; Paper presented at the Learning Disabilities Summit: Building a Foundation for the Future (Washington, DC, August 27-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Clinical Diagnosis; *Cognitive Processes; *Definitions; *Disability Identification; Elementary Secondary Education; Eligibility; Etiology; *Evaluation Methods; *Learning Disabilities; Student Evaluation; Theory Practice Relationship

This paper proposes an approach to diagnosing learning disabilities that measures the intrinsic processing or capacity weaknesses that are presumed to underlie academic performance problems. This approach is contrasted with the "diagnosis by exclusion" method currently used. The paper discusses: (1) a definition of intrinsic processes with distinctions between both academic and social behaviors. In the sixth chapter, an argument is made for a collaborative home-school relationship predicated on cultural sensitivity, communication, and mutual respect. In the final chapter, the perspective of a parent of a CLD student is offered. (Contains 125 references.) (DB)

ED 458 779 EC 308 732

Obiakor, Festus; Algozzine, Bob; Thurlow, Martha; Gwalla-Ogisi, Nomsa; Enwefa, Stephen; Enwefa, Regina; McIntosh, Angela
Addressing the Issue of Disproportionate Representation: Identification and Assessment of Culturally Diverse Students with Emotional or Behavioral Disorders. Fourth CCBD Mini-Library Series: Addressing the Diverse Needs of Children and Youth with Emotional/Behavioral Disorders--Programs that Work.
PUB DATE- 02
NOTE- 74p.; Lyndal M. Bullock and Robert A. Gable, Series Editors.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Behavior Change; *Behavior Disorders; *Cultural Differences; *Disability Identification; Educational Assessment; Elementary Secondary Education; *Emotional Disturbances; High Stakes Tests; Intervention; Parent Teacher Cooperation; Student Evaluation; *Student Placement
IDENTIFIERS- *Disproportionate Representation (Spec Educ); *Functional Behavioral Assessment

This monograph addresses issues associated with the disproportionate representation of culturally diverse students in special education for students with emotional or behavioral disorders (E/BD). Chapter 1 considers identification, assessment, and intervention strategies for culturally diverse students with E/BD. Chapter 2 discusses the impact of high-stakes testing, including: the context of high stakes testing and education reform; consequences enacted in response to test performance; the greatest challenge of high-stakes testing (not knowing the tests' potential biases and effects); and meeting the needs of culturally diverse students. The third chapter explains culturally responsive behavior intervention planning using functional behavioral assessment. It examines assumptions and beliefs about this approach; conditions for the use of functional behavioral assessments and behavior intervention plans; and hypothesizing about behavioral function. Chapter 4 addresses the importance of parent/teacher partnerships in screening and assessment. The final chapter is on interconnecting assessments and interventions and discusses making eligibility decisions, improving instruction and intervention, and assessing culturally diverse students with EBD. (Contains 102 references.) (DB)

ED 458 780 EC 308 733

Saunders, Suzanne
Fragile X Syndrome: A Guide for Teachers.
PUB DATE- 01
NOTE- 114p.; Published by David Fulton Publishers Ltd.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-

NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- American Indians; Black Dialects; Blacks; Cultural Education; *English (Second Language); Ethnic Groups; *Focus Groups; Immigrants; Interviews; *Language Minorities; Limited English Speaking; Mexican Americans; Nonstandard Dialects; *Public Health; Qualitative Research
IDENTIFIERS- African Americans

The focus group method has rapidly gained credibility among researchers in many fields, including public health researchers. The increased use of focus groups by public health researchers has underscored the demonstrable need for the capacity to apply this method of research among populations with limited abilities in or cultural resistance to conversing in Standard American English (SAE). This paper addresses the issues fundamental to the use of the focus group method among such populations. It discusses the rationale, methodology, and interpretation of focus group research among nonnative English speaking populations and the U.S.-born populations inhibited by poor education or differential linguistic patters. The paper employs research examples looking at American Indian, Mexican and Central American immigrants using several dialects of New World Spanish, low-income African Americans, and aging Appalachian coal miners. The current scarcity of linguistically and culturally competent group moderators or facilitators makes research in this area difficult, as do methodological issues including recruitment, intra-group social ranking, and outcome interpretation. It is demonstrated that valid focus group research with linguistically marginalized groups is possible, but the difficulties are many. (KFT)

ED 458 803 FL 026 953

Maden, Jennifer; Taylor, Michael
Developing and Implementing Authentic Oral Assessment Instruments.
PUB DATE- 01
NOTE- 16p.; Paper presented at the Annual Meeting of Teachers of English to Speakers of Other Languages (35th, St. Louis, MO, February 27-March 3, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Alternative Assessment; Comparative Analysis; Evaluation Methods; Measures (Individuals); *Oral Language; *Performance Based Assessment; *Second Language Instruction; Second Language Learning; Speech Skills; *Student Evaluation; *Test Validity

This document is an outline of a conference presentation on developing and implementing authentic oral assessment instruments. Among the topics covered are the following: alternative, authentic, direct, descriptive, portfolio, and performance assessments. A detailed comparison and contrasting is undertaken of alternative and performance assessments. Also included is an overview of assessment instruments and the relationship between assessment instruments and various characteristics of alternative and performance assessments specifically covering business simulations, presentation checklists, and oral interviews. The presentation concludes with a series of questions to consider when developing an assessment instrument, covering such areas as feasibility, the on former program participants' language and achievement outcomes; current schooling path and college plans; and attitudes toward school, self, and others. Study participants were current high school students who were enrolled in a two-way immersion program during elementary school. Participants (n=142) were categorized into 3 ethnic/language groups: Hispanic previous English language learning (ELL) students (66%), Hispanic native English speakers (20%), and Euro American students (13%). Results suggest that most students valued their bilingualism and were still using Spanish, had very positive attitudes toward school and attending college, believed they would not drop out of school, and gave very high marks to the two-way program. Few ethnic/language differences were found, with the exception that the program was evaluated much more favorably in some areas by Hispanic students compared to Euro students, with Hispanic former ELL students typically providing the highest ratings. The student questionnaire is appended. (Contains 19 references.) (Author/KFT)

ED 458 823　　　FL 026 980

Marks, Emilia Alonso; Bond, Z. S.; Stockmal, Verna
Language Experience and the Representation of Phonology in an Unknown Language.
PUB DATE- 01
NOTE- 18p.; Paper presented at the Annual Meeting of the American Association for Applied Linguistics (St. Louis, MO, February 24-27, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Applied Linguistics; Cartoons; Chinese; College Students; German; Higher Education; Indonesian; Japanese; *Language Aptitude; Language Tests; Listening Skills; *Phonetics; *Phonology; Prior Learning; Russian; Second Language Instruction; Second Language Learning; Spanish; Uncommonly Taught Languages

Adult listeners have the ability to identify spoken samples of a language that they do not know and to discriminate among languages. In order to accomplish these tasks, listeners attend to rhythm, pitch excursions, and segmental properties of language samples. That is, they create simple representations of phonology. This study examined the effects of previous experience with languages on the ability to arrive at simple phonological representations. Three groups of American college student listeners participated in the study: 17 in their third year of Spanish study (a phonetically similar language to the target Japanese), 20 monolinguals without any significant experience studying foreign languages, and 17 in their third year of German study (a phonetically distant language from the target Japanese). All listeners were tested the same way. First, they watched a brief Japanese cartoon. Then, they heard a test recording containing samples of five foreign languages. For each sample, the listeners had to decide whether the language was Japanese or not. In general, the three groups performed differently on the task. The monolingual students had the most difficulty separating Japanese from the other four languages. The German-studying students had the least difficulty. Although none of the listeners had specific experience with Japanese, they approached the task of representing novel phonology in ways that may have been influenced by their experiences with sound patterns of other languages. (Contains 15 references.) (Author/KFT) time period, part-time staff increased 7%, while full-time staff declined 1%. The number of part-time employees increased in all occupational categories. The percentage of women in higher education remained constant from 1993 to 1997, but the share of women in clerical and secretarial positions decreased, and women represented a large share of full-time and part-time employees in executive and administrative and faculty positions in 1997 than in 1993. The share of Hispanic, African American, or American Indian higher education staff changed little from 1993 to 1997, and the share of new hires that were minority decreased slightly. The economic expansion of the Southern and Plains states, often states with right to work laws, resulted in higher education enrollment and staffing increases between 1993 and 1997. In states without a right to work law, although the number of faculty decreased, the number of new faculty hires with tenure increased. This may indicate a general trend to reduce job security among faculty in right to work states. (SLD)

ED 458 848   HE 034 478

Clery, Suzanne B.
Part-Time Faculty.
PUB DATE- 01
NOTE- 10p.; Theme issue.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Employment Patterns; *Faculty Workload; *Higher Education; Nontenured Faculty; *Part Time Faculty
IDENTIFIERS- National Survey of Postsecondary Faculty

This study relates information regarding the role part-time faculty members fill in colleges and universities. Data are from the U.S. Department of Education's National Survey of Postsecondary Faculty, 1999. In that year, 2 of every 5 faculty members taught on a part-time basis, and they taught nearly 40% of all classes and students that were taught in credit courses. Although part-time faculty members are not often expected to publish in as great numbers as full-time faculty members, one-third of part-time faculty members completed publications in the past 2 years. And if part-time faculty members did complete publications, the number they did complete was, overall, only slightly less than the production of their full-time counterparts. The use of part-time faculty members was not evenly distributed across groups. Sixty percent of community college faculty members were part-time, and part-time faculty were more likely to be in private colleges than in public four-year institutions. Women and American Indians were more likely to teach on a part-time basis, and Asian/Pacific Islanders were less likely to be part-time faculty. Youngest and oldest faculty members were also most likely to have part-time status. The majority of part-time faculty members held master's degrees as their highest degree. One-third of part-time faculty considered the position to be their primary position, and 76% preferred to tech part-time. The average length of time in a part-time position was 7 years, indicating that this was not something faculty members came into lightly and left soon. Part-time faculty members were not as satisfied with their benefits or job security as their full-time counterparts, but they are more satisfied on many other measures. (SLD)

ED 458 849   HE 034 485

Educators; *Adult Learning; Adult Programs; Certification; Colleges; Continuing Education; Correctional Education; Definitions; *Delivery Systems; Distance Education; Education Work Relationship; Educational Finance; Educational Legislation; Educational Objectives; *Educational Policy; *Educational Practices; Educational Quality; Educational Research; *Educational Theories; Financial Support; Foreign Countries; General Education; Glossaries; Government School Relationship; High Schools; Independent Study; Informal Education; Leadership Training; Learning Theories; Lifelong Learning; Models; Nontraditional Students; Open Education;
IDENTIFIERS- *Europe; Folk High Schools; Institutionalization (of Change); Social Partners (European Community); Stakeholders; Work Based Learning

This document presents detailed "definitions" of more than 150 key terms covering the lexicon currently being used in the field of adult learning in 20 European countries. The document begins with an introduction that discusses the glossary's theoretical and historical references and includes 14 references and a 16-item bibliography. The introduction is followed by the glossary entries, which were developed by 40 experts of different nationalities and typically include the following elements: the term in English and/or the language in which it originated; the country/countries where the term developed; detailed information about the term's origin, evolution, and current usage; and one or more references. The key terms belong to the following categories: (1) theories and general concepts; (2) strategies and policies (general concepts, legislation and measures); (3) system and sectors (the general system, services, school, culture, work, organizations and providers); (4) organizations and providers; (5) programs, activities, and methods; (6) the public; and (7) adult learning operators. The various entries concern a wide variety of forms of adult education, including community, continuing, nonformal, popular, reflexive, vocational, work-based, literacy, open, civic, professional, and corporate education, as well as lifelong learning, self-directed learning, study associations, workers' universities, apprenticeships, and adult education programs for specific ethnic groups and special populations. (MN)

ED 458 364 CE 082 165

Hatton-Yeo, Alan, Ed.; Ohsako, Toshio, Ed.
Intergenerational Programmes: Public Policy and Research Implications--An International Perspective.
PUB DATE- 00
NOTE- 73p.; Produced with the Beth Johnson Foundation, England.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; Adult Learning; Comparative Education; Cross Cultural Studies; Developed Nations; Developing Nations; Economic Development; Educational Policy; *Educational Research; Employment; Foreign Countries; Guidelines; Health; Health Promotion; *Intergenerational Programs; Lifelong Learning; Needs Assessment; Outcomes of Education; Policy Formation; *Program Development; Program Effectiveness; Program Implementation; *Public Policy; Research Needs; Social Development; *Social Problems; Strategic Planning; Trend Analysis; Youth
IDENTIFIERS- China; Cuba; Germany; Impact Studies; Japan; Netherlands; Palestine; South Africa; Sweden; United Kingdom;

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Competence; *Competency Based Education; Computer Oriented Programs; Degrees (Academic); Educational Certificates; *Electromechanical Technology; *Electronic Technicians; *Electronics; Graduation Requirements; *Integrated Curriculum; Job Skills; Labor Force Development; Postsecondary Education; Repair; Secondary Education; State Programs; Statewide Planning; *Technology Education; Troubleshooting
IDENTIFIERS- Office Machine Servicers; *Ohio

This document contains an introduction to the Ohio Integrated Technical and Academic Competency (ITAC) and Specialization ITAC; and overview of the electronics field; an list acknowledging the professionals who helped develop the competency list; and the comprehensive listing of the professional or occupational competencies deemed essential for graduates to perform proficiently when they graduate from an Ohio specialization workforce development program on electronics. The introduction explains the following: (1) critical academic, employability, and information technology skills have been integrated throughout the list to support the technical skills; (2) the competency profile can be used as the basis for curriculum development in Ohio's secondary, adult, and postsecondary programs; (3) the specialization competency profile is organized so that it can be clustered or grouped in a modular approach. The overview of the electronics profession describes general duties, some specific tasks, employment opportunities, length of program, type of program (classroom instruction and/or work experience), and types of certificates and/or degrees. The competencies are grouped under broader skills that are, in turn, categorized under these nine major topics: electronics orientation; basic electronic theory; basic electronic skills; basic troubleshooting and repair; troubleshoot and repair common consumer and business office equipment; computer applications and servicing; electro-optic technology applications and servicing; professionalism in electronics; and academic skills in electronics. (YLB)

ED 458 380 CE 082 491

Graphic Communications. FasTrak Specialization Integrated Technical and Academic Competency (ITAC). Revised.
PUB DATE- 01
NOTE- 12p.; For other FasTrak ITACs, see CE 082 485-494 and CE 082 496.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Competence; *Competency Based Education; Computer Oriented Programs; *Computer Printers; Degrees (Academic); Educational Certificates; Graduation Requirements; *Integrated Curriculum; *Job Skills; Labor Force Development; Layout (Publications); Postsecondary Education; *Printing; Secondary Education; State Programs; Statewide Planning; *Technology Education
IDENTIFIERS- *Ohio

Participant Characteristics; *Program Effectiveness; Program Evaluation; Program Implementation; Recruitment; Success; Underemployment; Unskilled Workers

A study assessed the first two years of a three-year initiative to test the potential of extending sectoral employment strategies among 10 organizations, most of which were new to the sectoral employment field. Five organizations increasing low-income workers' access to good jobs were ARCH; PhAME; Training, Inc.; WIRE-Net; and Project QUEST. Five making low-earning, low-benefit, low-opportunity jobs better were DARE; Careers in Health Care; Quality Care Partners; Primavera Works; and Temporary Worker Employment Project. Findings indicated most participants had at least a high school or general equivalency diploma; many had steady full-time employment in the past; most had been unemployed at some point during the prior two years; many saw lack of skills and education as barriers to getting better jobs; most lived in low-income households; and typically had zero net worth. All 10 programs launched programs to serve individuals; the 7 organizations that focused on training had a 47 percent dropout/termination rate (primarily because of two sites, ARCH and PhAME, with long training programs); training programs graduates appeared well prepared for the labor market and nearly 85 percent found jobs; and progress at the nontraining sites was uneven. Each organization increased its knowledge about targeted occupations, developed allies, and refined its strategies. These factors contributed to achievements or lack of them: lack of time for planning led to a slow start; government support has been important but inconsistent; necessity is the mother of intervention; and competing priorities inhibit sectoral strategies. (A contact list is appended.) (YLB)

ED 458 397 CE 082 544

Bingman, Beth; Stein, Sondra
Results That Matter: An Approach to Program Quality Using Equipped for the Future.
SPONS. AGENCY- National Inst. on Postsecondary Education, Libraries, and Lifelong Learning (ED/OERI), Washington, DC.
PUB DATE- 01
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Development; *Adult Learning; Adult Literacy; Adult Students; Andragogy; Cognitive Psychology; Cognitive Style; Constructivism (Learning); Context Effect; Curriculum; *Curriculum Development; Demonstration Programs; Educational Improvement; *Educational Needs; *Educational Objectives; Educational Principles; Guidelines; *Literacy Education; Models; Program Development; Student Evaluation; Systems Approach; Teaching Methods; *Theory Practice Relationship
IDENTIFIERS- Contextual Learning; *Equipped for the Future

The Equipped for the Future (EFF) initiative asked adult learners to describe the knowledge and skills needed to fulfill their roles as parents, citizens, and workers and identified these four purposes: to provide access to information; to give voice to their ideas and opinions, to take action to solve problems, and to provide a bridge to the future by enabling them to continue to learn. These needs were used to develop a model--called the EFF Quality Model--which is the subject of this publication. The model identifies critical elements in the

Incentives in Government with Evidence from a Federal Job Training Program" (Gerald Marschke); "Implementing Government Performance and Results Act (GPRA): Progress and Challenges" (J. Christopher Mihm); "Restoring Government Integrity Through Performance, Results, and Accountability" (Virginia L. Thomas); and "The Social Security Administration and PM" (Walter D. Broadnax, Kevin J. Conway). Section III, PM and the Federalism Challenge, consists of these four chapters: "PM: Does It Matter in the New World of Welfare?" (L. Kate Boyer et al.); "Federalism and PM: Health Insurance, Food Stamps, and the Take-Up Challenge" (James Fossett et al.); "Empowerment Zones and the Promise of Accountability" (David J. Wright); and "Intergovernmental Relationships and the Federal Performance Movement" (Beryl A. Radin). The five chapters in Section IV, PM in States and Local Government" are "Beyond Measurement: Managing for Results in State Government" (Patricia W. Ingraham, Donald P. Moynihan); "Performance Budgeting in the States" (Katherine G. Willoughby, Julia E. Melkers); "Getting to Results in Florida" (Robert B. Bradley, Geraldo Flowers); "Paying for Performance in Public Higher Education" (Joseph C. Burke); and "PM in New York City: Compstat and the Revolution in Police Management" (Dennis C. Smith, William J. Bratton). Section V, Summing Up, concludes the volume concludes with "Is the New Obsession with PM Masking the Truth About Social Programs?" (Ann B. Blalock and Burt S. Barnow) and "Pitfalls in Designing and Implementing PM Systems" (Dall W. Forsythe). Appendixes include a 527-item bibliography, author notes, and index. (YLB)

ED 458 415   CE 082 570

Collins, Joey A.
Conflict Management: Cues and Implications for Managers from Conflict Research.
PUB DATE- 01
NOTE- 69p.; Doctor of Psychology. Doctoral Research Paper, Biola University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Administration; *Administrators; Adult Education; Conflict; *Conflict Resolution; Context Effect; Decision Making; *Employer Employee Relationship; Interpersonal Competence; Literature Reviews; Management Development; Moral Values; *Organizational Climate; *Personality Traits; Research; Sex Differences; Type A Behavior
IDENTIFIERS- Personality Types

A literature review, intended to help in the development and assessment of effective manager training programs, explored development of conflict management research with respect to managers and their subordinates and examined individual, interpersonal, and organizational factors that affect the management of conflict. Although limited in scope, the dispositional approach formed the foundation of conflict research, leading to the later identification of individual characteristics that affect conflict and its management. Lamude and Scudder's (1992) study of personality characteristics of Type-A managers revealed a positive correlation between Type-A managers and aggressive and avoidance conflict management styles and a negative correlation between Type-A managers and accommodation, collaboration, and compromise strategies. Gender variables and moral orientation offered insight into processes of conflict management. Shockley-Zalabak (1981) found no gender specific training in leadership and "followership" skills; (8) utilize a planned, well maintained system of recognition and reward; (9) design learning experiences and teaching methods to be as experiential as possible; (10) provide program staff with ample training; and (11) monitor program effectiveness closely and strive for continuous improvement, flexibility, and innovation. (MN)

ED 458 430 CE 082 613

Quality Information--Informed Choices: Advancing the Workforce Information System. Secretary of Labor's Workforce Information System Plan for Federal Fiscal Years 2001-2005.
PUB DATE- 01
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; *Career Information Systems; Delivery Systems; Employment Opportunities; Employment Programs; *Employment Statistics; Federal Legislation; *Federal Programs; Government Role; Information Dissemination; *Information Networks; Job Placement; Job Search Methods; Labor Market; Occupational Information; Program Development; *Program Improvement; Unemployment; User Satisfaction (Information)
IDENTIFIERS- *Workforce Investment Act 1998

The Workforce Investment Act of 1998 emphasizes the importance of high quality, accessible, and relevant information about the labor market for making sound decisions. In order to help both workers and employers, as well as the government agencies that serve them, the Workforce Information System was created and is being improved. The action plan for serving workforce information customers addresses these three broad priorities: (1) strengthen customer feedback for continuous improvement (conduct customer focus groups, develop state customer satisfaction measurement methods, clearly define and prioritize unmet local data needs, and identify priority improvement actions); (2) work to fill critical data gaps (provide benefits information, generate local skills information, improve local unemployment data, collect occupational skills data, and measure dynamic labor market change); and (3) improve workforce information analysis and delivery (provide access to information analysis and delivery, provide labor market information delivery with other workforce systems, improve occupational informational products, link consumer reports and workforce information delivery, ensure universal access to workforce information, and improve staff skills and tools). The Workforce Information System has been in place for about 2 years; highlights of progress to date are new and expanded workforce information, creating mechanisms for improving the system, communication and outreach, and measuring customer satisfaction. (KC)

ED 458 431 CE 082 618

Mansfield, Bob, Ed.
Development of Vocational Education and Training Standards: The Impact of Labour Market Information. Manual. Qualifications and Training Methods.
PUB DATE- 00
NOTE- 79p.; Part 1 prepared by Bob Mansfield; Part 2 by Martin Dodd; and annexes to Part 2 by Terry Corcoran and Candy Murphy. For volumes 1, 2 and 4, see ED 441 994-995 and ED 457 320.

experimental study that was part of a more comprehensive study on the same topic. The study focused on standards, qualifications, and classifications at the tertiary level of the German educational system and the categorization of qualifications at the tertiary level in England, France, the Netherlands, and Spain. The study documented that the discussion of how to ensure the transparency of qualifications and their adequate categorization in all-embracing classification systems at the national and transnational levels is increasing throughout the European Union. Different countries are taking different routes to improving the transparency and comparability of qualifications in higher education. At the tertiary level, German considerations and concepts show an increasing trend toward outcome-based standards. The same also applies to England, France, and the Netherlands. In Spain, the national classification system is currently in the introductory phase, with efforts currently concentrated on vocational qualifications at the secondary level. (The bibliography lists 28 references. The following items are appended: (1) the Sorbonne Declaration; (2) the Bologna Declaration; and (3) the 1997 Convention on the Recognition of Qualifications concerning Higher Education in the European Region.) (MN)

ED 458 447 CE 082 635

Nyyssola, Kari; Hamalainen, Kimmo
Lifelong Learning in Finland: The Extent to Which Vocational Education and Training Policy Is Nurturing Lifelong Learning in Finland. CEDEFOP Panorama Series.
PUB DATE- 01
NOTE- 98p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Access to Education; Adult Education; Adult Learning; Adult Literacy; *Articulation (Education); Classroom Techniques; Competency Based Education; Definitions; Delivery Systems; Education Work Relationship; Educational Cooperation; *Educational Environment; Educational Finance; Educational Legislation; Educational Opportunities; *Educational Policy; Educational Supply; *Educational Trends; Elementary Secondary Education; Ethnic Groups; Federal Legislation; Foreign Countries; Individualized Instruction; Information Technology; Internet; Job Training; *Lifelong Learning; Literacy Education; National Surveys; Older Adults; Postsecondary Education; Preschool Education; Questionnaires; Rural Educa *Finland; Polytechnics; Virtual Universities; Work Based Learning
IDENTIFIERS- *Finland; Polytechnics; Virtual Universities; Work Based Learning

The extent to which vocational education and training policy is nurturing lifelong learning in Finland was examined. The analysis focused on the following issues: the political and structural framework of education in Finland; mechanisms supporting lifelong learning; and pedagogical solutions and learning environments facilitating lifelong learning. The following were among the major conclusions: (1) during the 1990s, lifelong learning became a central part of Finland's educational policy discourse; (2) commitment to implementing lifelong learning in Finland is strong; (3) lifelong learning has genuinely become an integral part of all levels of Finland's education system; (4) Finnish education planning has invested heavily in planning personal study plans; (5) strong

ED 458 468 CG 031 330

Lin, Sunny S. J.
Classifying Internet Pathological Users: Their Usage, Internet Sensation Seeking, and Perceptions.
PUB DATE- 01
NOTE- 29p.; Paper presented at the Annual Meeting of the American Psychological Association (109th, San Francisco, CA, August 24-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *At Risk Persons; Behavior Rating Scales; College Students; Foreign Countries; Higher Education; *Internet; Sex Differences; Student Behavior; *Time Management
IDENTIFIERS- *Addictive Behavior; Pathological Distortion; Taiwan

A study was conducted to identify pathological Internet users and to reveal their psychological features and problematic usage patterns. One thousand and fifty Taiwanese undergraduates were selected. An Internet Addiction Scale was adopted to classify 648 students into 4 clusters. The 146 users in the 4th cluster, who reported significantly higher degrees of addiction and perceived more negative impacts from using the Internet, were believed to be the at-risk pathological Internet users. These users were further classified into five groups according to their Internet usage, Internet sensation seeking, and perceptions of the Internet. The major finding of this study is that at-risk pathological Internet users can be classified into five subgroups with distinct problematic features. The results suggest that viewing these problematic natures as a cohesive group is inadequate. Pathological Internet users are heterogeneous, engaging in various Internet applications in different intensities, some emphasizing the pleasure or attention driven features, and others seeking stimulating activities and materials. The investigation encourages the awareness of this problem among families, universities, business, and even government offices, with the aim of promoting healthy use of the Internet. (Contains 1 figure, 6 tables, and 27 references.) (JDM)

ED 458 469 CG 031 331

Warner, Juliet; Fishbein, Harold; Ritchey, P. Neal; Case, Kim
Children's Attitudes toward Race and Gender.
PUB DATE- 01
NOTE- 17p.; Paper presented at the Annual Meeting of the American Psychological Association (109th, San Francisco, CA, August 24-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Measures; Childhood Attitudes; Elementary Education; Elementary School Students; Grade 3; Grade 4; Interpersonal Relationship; *Racial Bias; Self Concept; *Sex Bias; Sex Differences; *Social Cognition; *Teacher Attitudes; Teacher Student Relationship

The purpose of this study was threefold. It attempted to develop an attitude scale to measure prejudice in elementary school-aged children. It then compared these children's self perceptions with the perceptions of members of other race-sex groups using the Scale of Children's Attitudes toward Race and Gender. In addition, it investigated differential

ED 458 491 CG 031 365

Lewis, Lea Beth; Schneider, Monica H.; Sham-Choy, Claire
Improving Career Self-Efficacy in Emerging Adults with Limited Life Experiences.
PUB DATE- 01
NOTE- 7p.; In: "Staying Innovative and Change-Focused in the New Economy"; A Collection of Special Papers Generated for the 2001 International Career Development Conference (Seattle, WA, November 7-11, 2001); see CG 031 356.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Beliefs; Career Development; Career Exploration; *College Freshmen; *College Sophomores; Courses; *Employment Experience; Experiential Learning; Higher Education; Objectives; *Self Efficacy; Self Evaluation (Individuals); *Service Learning

The purpose of this investigation was to explore the implications of self efficacy beliefs on the career planning process among emerging adults in the 17-20 age bracket who have had limited life experiences. An objective for the coursework in personal and career exploration was to expose students, new to the college experience, to methods for identifying and achieving successful academic and career goals. Throughout such courses, numerous tasks and exercises expect identification with self and future self-schemas. By improving the methodology of validating life experiences, the researchers are attempting to show that self efficacy can be positively influenced, leading to a boost in self efficacy that can contribute to improved goal setting and goal attainment. (JDM)

ED 458 492 CG 031 366

Porter, Dean
The Cutting Edge for Counselors: Licensure.
PUB DATE- 01
NOTE- 10p.; In: "Staying Innovative and Change-Focused in the New Economy"; A Collection of Special Papers Generated for the 2001 International Career Development Conference (Seattle, WA, November 7-11, 2001); see CG 031 356.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Certification; *Counselors; History; Professional Associations; *Standards; State Licensing Boards; State Standards
IDENTIFIERS- *California

General Practice Counselors are not licensed in California. The only legislation that regulates counselors in California was enacted in 1964 to license one specialty of counseling, that of marriage, family, and child counseling. California has never licensed general practice counselors or other counseling specialties at the master's level. Examples of these specialties are career, rehabilitation, community, mental health, geriatric, community college, etc. This paper presents the current licensure situation in California; how other states handle licensure; the background of counselor licensure in California; possible solutions for California's licensure dilemma; the current effort toward licensure; and expectations. However, little has been done to evaluate the entire orientation experience. Taub and Komives (1998) found that a few components of their orientation program had large standard deviations, meaning that some students really liked or needed a certain component, while to others it was not as useful. Qualitative studies are useful in investigating differences where survey research is useful in identifying broad similarities. Accordingly, this qualitative study interviewed individual first-year students at a large, private university regarding the most salient aspects of their orientation experience. Four broad areas of concern emerged from the nine interviews: immediate concerns, mentorship programs, administrative issues, and the formal orientation meeting. (Author)

ED 458 514 CG 031 407

Sanders, Jo-Ann Lipford, Ed.; Bradley, Carla, Ed.
Counseling African American Families. The Family Psychology and Counseling Series.
PUB DATE- 02
NOTE- 110p.; Developed with the International Association of Marriage and Family Counselors.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Black Family; *Blacks; Child Rearing; *Counseling; Counselor Client Relationship; *Cross Cultural Training; Family Structure; Fathers; Models; Needs Assessment; Racial Relations; Social Support Groups
IDENTIFIERS- *African Americans; Grassroots Efforts

A major challenge confronting the counseling profession is meeting the needs of African American families. This monograph presents a discussion of the issues involved in the clinical assessment and treatment of these families. It explores their distinct experiences as they navigate through a society often hostile towards them. Chapters include: (1) "African American Families in the Postmodern Era" (Mary Smith Arnold); (2) "The Peripheral African American Father: Is There a Black Man in the House?" (Sylvester Huston, Terry D. Lipford, and Jeffrey Smith); (3) "Parenting: A Community Responsibility" (Carla Bradley); (4) "Racial Socialization" (Jo-Ann Lipford Sanders); (5) "Africentric Rites of Passage: Nurturing the Next Generation" (Paul Hill, Jr.); (6) "The Black Church: Bridge over Troubled Water" (Rufus G. W. Sanders); and (7) "Implications" (Jo-Ann Lipford Sanders). (Contains 175 references.) (JDM)

ED 458 515 CG 031 408

Bohlin, Karen E.; Farmer, Deborah; Ryan, Kevin
Building Character in Schools Resource Guide. The Jossey-Bass Education Series.
PUB DATE- 01
NOTE- 159p.; For companion volume, see ED 423 501.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Curriculum Development; Elementary Secondary Education; Humanistic Education; Parent Role; *Relevance (Education); Teacher Role; Theory Practice Relationship;

ED 458 535 CS 014 501

Put Reading First: Helping Your Child Learn To Read. A Parent Guide. Preschool through Grade 3.
PUB DATE- 01
NOTE- 9p.; For a related guide for teachers, see CS 014 502. Published by the Partnership for Reading.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Early Childhood Education; *Parent Participation; *Reading Instruction; Reading Programs; Reading Research; *Reading Skills; *Skill Development
IDENTIFIERS- *Partnership for Reading

This brochure is the work of the Partnership for Reading, a collaborative effort of the National Institute for Literacy (NIFL), the National Institute of Child Health and Human Development (NICHD), and the United States Department of Education. The brochure's collaborating organizations seek to make evidence-based reading research available to educators, parents, policymakers, and others with an interest in helping all people learn to read well. The brochure begins by outlining some important skills that must be developed in children to make reading possible. It then describes what a quality reading program should look like at school and how parents can support that program through activities with their children. The brochure advises parents on how they can help when the child is just beginning to learn to read, when the child is just beginning to read, and when the child is reading. (NKA)

ED 458 536 CS 014 502

Armbruster, Bonnie B.; Lehr, Fran; Osborn, Jean
Put Reading First: The Research Building Blocks for Teaching Children To Read. Kindergarten through Grade 3.
PUB DATE- 01
NOTE- 62p.; For a related guide for parents, see CS 014 501. Published by the Partnership for Reading.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; *Phonics; Primary Education; *Reading Comprehension; *Reading Instruction; *Reading Research; *Reading Skills; Skill Development; *Vocabulary
IDENTIFIERS- *Phonemic Awareness; Reading Fluency

The understanding of "what works" in reading is dynamic and fluid, subject to ongoing review and assessment through serious research. While there are no easy answers or quick solutions for optimizing reading achievement, an extensive knowledge base now exists to show people the skills children must learn in order to read well. This guide, designed by teachers for teachers, begins the process of compiling the findings from scientifically based research in reading instruction, a body of knowledge that will continue to grow over time. The guide, designed by teachers for teachers, summarizes what researchers have discovered about how to successfully teach children to read. It describes the findings of the National Reading Panel Report and provides analysis and discussion in five areas of reading instruction: phonemic awareness, phonics, fluency, IDENTIFIERS- Carroll (Lewis G); Reading Concepts; Southwest Educational Development Laboratory; Through the Looking Glass

In Lewis Carroll's book, "Through the Looking Glass," Alice reads a poem about the Jabberwocky's Song which makes little or no sense, even though she "decodes" the individual words. The fact that readers can "read" the Jabberwocky's Song, and only loosely derive a notion of what it is about, brings up an important question--what is reading? The problem is that the term "reading" is ambiguous. In the vernacular, "reading" is used indiscriminately--people can "read" numbers, they can "read" a map, they can "read" a book. This ambiguity of terms is one of the reasons why such technical terms are used to describe different reading-related behaviors. Computers are said to "read" a program. Right now, as you read this text, you are using similar algorithms that a computer uses to decode a text to figure out how to pronounce the irregular words. However, you bring in another processor--a speech comprehension processor--to make sense of the text you decode. When a reader looks at the Jabberwocky's Song, as Alice does in Carroll's bok, unless the text conjures up images of frenetic, burrowing badgers and mirthless parrots, that reader's mind is functioning no differently than a computer that is decoding text and taking in large amounts of incomprehensible ideas all at once. (NKA)

ED 458 557 CS 014 527

Wren, Sebastian

The Brain and Reading. Topics in Early Reading Coherence.

PUB DATE- 01

NOTE- 4p.; HTML version entitled, "Understanding the Brain and Reading."

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Brain; *Brain Hemisphere Functions; Primary Education; *Reading Comprehension; *Reading Instruction; Reading Programs

IDENTIFIERS- Neurosciences; Southwest Educational Development Laboratory; *Text Processing (Reading)

When a person reads a text to himself or herself, certain parts of the brain are working to try to make sense of different aspects of the information contained in the text. This paper describes what types of activities take place in the human brain when a person is reading. Evidence suggests that to be able to read, children must be able to decode text, translating it into a speech form, and children must also be able to understand spoken language. The paper includes a model of a PET scan and a note on the number of reading programs that claim to be "brain based." (NKA)

ED 458 558 CS 014 528

Wren, Sebastian

What's So Irregular about Exception Words? Topics in Early Reading Coherence.

PUB DATE- 01

NOTE- 5p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

entries for late 19th- and early 20th-century scholars and teachers whose work has influenced the discipline. It defines commonly used terms as they are understood by those in the field and, when appropriate, places them in the context of the field's development. The guide's Preface outlines the formats for the scholars' entries and for the term entries. An appendix provides brief entries introducing scholars from other fields who have contributed significantly to composition studies. (Contains an extensive list of works cited.) (NKA)

ED 458 578 CS 217 618

Hansen, Jane
When Writers Read. Second Edition.
PUB DATE- 01
NOTE- 182p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Authors; *Classroom Environment; Classroom Research; Classroom Techniques; Elementary Education; *Reading Processes; *Reading Writing Relationship; *Self Evaluation (Individuals); Teacher Role; Theory Practice Relationship; *Writing Processes
IDENTIFIERS- Reading Thinking Relationship

When writers read, they evaluate all the time. This book is about what students can do to become better evaluators of themselves as writers and readers--and how the teacher can help. The book has been extensively revised in this second edition which is organized around five concepts that are central to an effective writing-reading program: voices, decisions, time, response, and self-discipline. These five concepts are explained in the book's initial chapters. It continues with chapters entitled: Groups; Across the Curriculum; Across the Grades; Teachers' Roles; Students' Roles; Skills Readers and Writers Use; Processes Readers and Writers Use; and Momentum. The book is based upon extensive research conducted with children from a range of schools and with varying life experiences. It notes that although not all of the students began as enthusiastic writers and readers, most of them eventually became so through the creation of classroom atmospheres in which students learn about each other and themselves, and take more initiative than they have in previous years--practices advocated in the book. (Contains 121 references.) (NKA)

ED 458 579 CS 217 623

Appleman, Deborah
Critical Encounters in High School English: Teaching Literary Theory to Adolescents. Language and Literacy Series.
PUB DATE- 00
NOTE- 216p.; Foreword by Arthur N. Applebee. Published by Teachers College Press and by the National Council of Teachers of English.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classroom Techniques; *Critical Theory; English

PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Environment; Conflict Resolution; *Creative Writing; Drama; Elementary Secondary Education; Poetry; Problem Solving; Student Development; Student Needs; Student Writing Models; Teacher Role; *Writing Exercises; *Writing Instruction; *Writing Processes; *Youth Problems
IDENTIFIERS- *Personal Writing; Writing Therapy; Writing Topics

This book offers guidance on how teachers can help their students write about sensitive topics or provide pragmatic suggestions for developing the skill and sensitivity necessary to venture into such difficult terrain. The book addresses students' need to articulate their thoughts and feelings about violence, anger, drug use, peer pressure, and other complex issues. It describes how to create a climate for developing conflict resolution skills and for proposing nonviolent alternatives to solve problems. The book discusses up front safety issues and legal and ethical concerns in creating a safe haven for writing. It then offers guidelines for introducing and responding to student writing and for helping students revise and publish their work. Specific writing activities appear in worksheet form, organized by genre, enabling teachers to implement a program of their own. Student writing examples are also included. Appendixes contain: Resources for Teaching Writing; Literature That Addresses Problems; Examples in This Book, Listed According to Topic; and Worksheets. (NKA)

ED 458 599 CS 217 718

Scala, Marilyn C.
Working Together: Reading and Writing in Inclusive Classrooms.
PUB DATE- 01
NOTE- 181p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Techniques; Disabilities; *Inclusive Schools; Independent Reading; Intermediate Grades; *Language Arts; Learning Activities; *Literacy; *Reading Aloud to Others; *Reflective Teaching; Special Education; *Student Needs
IDENTIFIERS- *Balanced Reading Instruction; Guided Reading Procedure; Guided Writing Procedure; Shared Reading

This book is about meeting the needs of all students--especially those in the intermediate grades with mild to moderate disabilities who need special education services--by teaching them in inclusive, general education classrooms where literacy is a personal, academic, and social event in which children are immersed all day. The book tells about children with disabilities who learn to listen, speak, read, and write across curriculum areas using fiction, nonfiction, and poetry. And it tells about teachers who work through continual reflection and problem solving as they design instructional strategies that lead to their students' success. Drawing from her extensive background in both inclusive and "resource room" special education, the educator/author describes literacy learning activities in the inclusive classroom; she advocates using a balanced approach that structures these activities in a variety of formats to ensure that children are continually challenged and successful. The book is organized according to the four aspects of a balanced literacy approach to reading and writing: read-alouds, independent reading, shared reading, and guided reading and writing. Appended is a list of recommended reading

Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Communication; *Classroom Environment; Communication Research; Discourse Analysis; Elementary Education; Fiction; Foreign Countries; Politics of Education; *Reading Comprehension; Reading Instruction; *Teacher Behavior; Teacher Student Relationship; *Teaching Methods
IDENTIFIERS- England

This paper presents and analyzes two examples of classroom discourse which belong to the genre of "talk about texts." Both are extracts from discussions between a small group of primary school students and their teacher (in England) on the topic of short texts of narrative fiction which they have just read together during the "Literacy Hour"; the discussions are therefore examples of a form of comprehension activity familiar in many classrooms. Drawing on concepts from the work of the Bakhtin Circle, the paper argues that one of the sequences exemplifies "pedagogical dialogue," in which someone who knows and possesses the truth instructs someone who is in error. It interprets the second sequence as an instance of "internally persuasive discourse," in which students are required to retell the story in their own words and voice their own evaluative orientations, rather than reciting it by heart. It concludes that, because talk about literary texts is a non-algorithmic form of knowledge, a dialogical pedagogy is better suited to inducting students into this form of literacy practice than are approaches which rely on scores in standardized tests. In the face of increasing state prescription of curriculum and pedagogy, the introduction of payment by results, and the dogmatic dismissal by the New Labor government of all of its policies as "elitism," it must be doubted whether a general shift from "pedagogical dialogue" to a dialogical pedagogy can be accomplished without collective action on the part of the teaching force aimed at regaining a measure of professional autonomy and securing greater control over the exercise of their own labor power. (Contains 29 references.) (RS)

ED 458 620 CS 217 745

Whited, Lana
"Based on a True-Story": Using "The Ballad of Frankie Silver" To Teach the Conventions of Narrative.
PUB DATE- 00
NOTE- 11p.; Paper presented at the Appalachian Teachers' Network Conference (Radford University, VA, September 9, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Fiction; Historical Interpretation; *Literary Devices; *Literature Appreciation; *Nonfiction; Secondary Education; *Writing for Publication
IDENTIFIERS- *Narrative Text; Response to Literature

The distinction between fiction and nonfiction focuses on the aspect of literature teachers usually emphasize when teaching it to students: content. It is equally important, however, for students to understand the "mechanics" of literature, including how a writer crafts his or her material and how the text establishes expectations in a reader. Examining a narrative drawn from fact, such as Sharyn McCrumb's 1998 novel, "The Ballad of Frankie Silver," can deepen students' understanding of what writers do, how writing works, and why literature matters. The story operates on two levels, and by weaving together the two, McCrumb has created a unique work which conference explored teacher-made character education kits based on good children's literature. They examined the values component in the books and practiced developing hands-on activities for parents and children to do at home, activities that support the values that parents and teachers are helping students to develop. Handouts for kit development and a bibliography organized by values were shared. (Contains 10 references.) (NKA)

ED 458 639 CS 510 652

Colorado Model Content Standards for Theatre: Suggested Grade Level Expectations.
PUB DATE- 00
NOTE- 22p.; For a related document on theater standards in Colorado schools, see CS 510 653.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; Elementary Secondary Education; *Skill Development; *State Standards; *Student Development; Student Educational Objectives; Teacher Expectations of Students; *Theater Arts
IDENTIFIERS- *Colorado

This booklet lists six model content standards in theater arts for elementary and secondary school students in the state of Colorado. The six standards cited in the booklet are: (1) Students develop interpersonal skills and problem-solving capabilities through group interaction and artistic collaboration; (2) Students understand and apply the creative process to skills of storytelling, playwriting, acting, and directing; (3) Students understand and apply the creative process to enhance skills of design and technical theater; (4) Students understand and relate the role of theater arts to culture and history; (5) Students analyze and assess the characteristics, merits, and meanings of traditional and modern forms of dramatic expression; and (6) Students know and apply connections between theater and other disciplines. The booklet lists various goals for students to achieve in implementing the six standards for the different elementary, middle school, and high school grades. (NKA)

ED 458 640 CS 510 653

Colorado Model Content Standards for Theatre: Voluntary Theatre Standards.
PUB DATE- 00
NOTE- 19p.; For a related document on theater standards in Colorado schools, see CS 510 652.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; Educational Benefits; Elementary Secondary Education; Public Schools; *Skill Development; *State Standards; *Student Development; *Theater Arts
IDENTIFIERS- *Colorado

Theater, the imagined and enacted world of human beings, is one of the primary ways children learn about life--about actions and consequences, about customs and beliefs, about others and themselves. Theater arts benefit the student because they cultivate the whole person, gradually building many kinds of literacy while developing intuition, reasoning, imagination, and dexterity into unique forms of expression and

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Creative Activities; Elementary Education; *English Instruction; *Language Arts; Learning Activities; Oral Language; Student Participation; Student Research; *Theater Arts
IDENTIFIERS- Folktales; *Virginia Standards of Learning Program

This paper provides study activities for the Virginia Standards of Learning Program for Grades K-5 with the activities related to observation of story theater performances of "Mutsmag" and "Ashpet" (as dramatized by R. Rex Stephenson). The activities in the paper can be adapted for learning standards in other places and for many types of study involving oral, dramatic, and written versions of folktales from Appalachia and elsewhere. Activities for each grade are outlined separately in the paper, and English standards are subdivided into oral language, reading/literature, and, for grade 2 and above, writing, and research. (NKA)

ED 458 662 CS 510 677

Warner, Mary
The Contributions of Rebecca Caudill and Dorothy Hoobler to Appalachian Literature for Young Adults.
PUB DATE- 99
NOTE- 11p.; Paper presented at the Youngstown State University Young Adult Literature Festival (May 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescent Literature; *Literature Appreciation; *Novels; Secondary Education
IDENTIFIERS- Appalachian Culture; *Appalachian Literature; *Caudill (Rebecca); Historical Fiction; Professional Writing

Rebecca Caudill, born in 1899 in Poor Fork (now Cumberland), Kentucky, lived until 1985 and devoted a major portion of her life to writing young adult and children's literature. With one exception, Caudill's books, numbering 17, are all set in Appalachia, each one portraying something of the life, the milieu, and the richness of the mountain culture and its people. This paper considers Rebecca Caudill's life and her writing. The novels discussed in the paper are: "Tree of Freedom," "The Far-Off Land," "Susan Cornish," and "Barrie and Daughter." Also discussed is her memoir, "My Appalachia." The paper explores what it calls "the wealth of Caudill's contributions to authentic voicing of Appalachian culture." Caudill uses the mountain variety of English, the foods, activities, and elements of nature native to Appalachia for her comprehensive expose of this region. And, in two of her novels, "Susan Cornish" and "Barrie and Daughter," the theme of education dominates the narratives. (NKA)

ED 458 663 CS 510 678

Warner, Mary
A Teaching Guide for "A Far-Off Land" by Rebecca Caudill and "The Trail on Which They Wept" by Dorothy Hoobler.
PUB DATE- 99
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

NOTE- 52p.; Revised version of RS-00-0127.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; *Educational Change; Elementary Secondary Education; Government Publications; *Instructional Effectiveness; *Instructional Innovation; Program Improvement; Public Schools; *Standardized Tests; *Strategic Planning; Theory Practice Relationship
IDENTIFIERS- *Hawaii

This report summarizes the expectations, mission, guiding principles, standards, assessments, and time line for standards implementation for the state of Hawai'i. Implementation was scheduled for completion by August 2000. A technical reference matrix tracks the development of the assessment and accountability system. The completion of specific tasks for student assessment, school accountability, student accountability, accountability of other constituents, and the supports for assessment and accountability will be required. These are delineated in chart format with accompanying deadlines. The tasks needing completion for a comprehensive Student Support System, which will ensure that all students will receive intellectual, emotional, social, and physical support to meet the content and performance standards, are in a similar format with time line. The plan for modernizing Administrative Support Services reveals the transformation of previous state and district offices into three divisions--Learner, Teacher School Support; Regional Support; and Administrative Services--each with explanations of the tasks involved. Administrative goals include the design and installation of an Integrated Management Information System with an integrated customer-oriented emphasis. Finally, the tasks of School Governance, Structure, and Organizational Development are listed in the same format. Phone numbers, e-mail addresses, and Web sites are given for local sources of additional information. (RKJ)

ED 458 683 EA 031 395

Leadership for Student Learning: Recognizing the State's Role in Public Education. School Leadership for the 21st Century Initiative: A Report of the Task Force on State Leadership.
SPONS. AGENCY- Ford Foundation, New York, NY.; Carnegie Corp. of New York, NY.; Office of Educational Research and Improvement (ED), Washington, DC.; UPS Foundation, Inc., Greenwich, CT.; Metropolitan Life Foundation.
PUB DATE- 01
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; Elementary Secondary Education; *Government School Relationship; *Leadership Responsibility; *Public Schools; *State Action; State Aid; State Programs; State Regulation; *State School District Relationship; State Standards

Historically states are seen as more comfortable with narrowly focused rules, regulation, and monitoring responsibilities than with broad change. Currently states face revolutionary new arrangements for financing education, overseeing federal commitments, and providing fair and meaningful standards for educational performance. The major educational policy

PUB TYPE- Collected Works - General (020),Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Employee Absenteeism; *Faculty Mobility; *Teacher Attendance; Teacher Attitudes; *Teacher Morale
IDENTIFIERS- American Samoa; Federated States of Micronesia (Chuuk); Federated States of Micronesia (Kosrae); Federated States of Micronesia (Pohnpei); Federated States of Micronesia (Yap); Guam; Hawaii; Marshall Islands; Maslach Burnout Inventory; Northern Mariana Islands; *Pacific Islands; Palau Islands

This report compiles results of studies conducted in American Samoa, Chuuk, the Commonwealth of the Northern Mariana Islands, Guam, Hawai'i, Kosrae, the Republic of the Marshall Islands, the Republic of Palau, Pohnpei, and Yap. It was conducted in the 1996-97 school year by Pacific Resources for Education and Learning in close collaboration with its Research and Development Cadre. The Retention and Attrition of Pacific School Teachers and Administrators Study tried to determine the risk factors for Pacific schoolteachers and administrators and identify which factors might lead to absenteeism, attrition, and stress/burnout. The average number of days teachers were away from school was 11, which is significantly higher than the U.S. national average of 7 sick and personal-leave days. For most of the 10 political entities, Pacific teachers and administrators did not appear to have workplace stress, according to the Maslach Burnout Inventory. In 9 out of 10 entities, administrators ranked retirement and low salaries as the top reasons they might leave the profession. Teachers ranked too much stress and no support from both central office and school administration as the primary reasons for leaving teaching. In 7 entities, teachers who said they might leave teaching in the next 2 years experienced higher degrees of stress and burnout than their peers. (Each paper contains references, tables, and figures.) (RKJ)

ED 458 702 EA 031 415

Retention and Attrition of Pacific School Teachers and Administrators (RAPSTRA) Study: Commonwealth of the Northern Mariana Islands (CNMI). Research Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 36p.; For the "Compilation of Reports," see EA 031 414. For other country reports, see ED 442 181-189.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Secondary Education; *Employee Absenteeism; *Faculty Mobility; *Teacher Attendance; Teacher Attitudes; *Teacher Burnout; Teacher Morale
IDENTIFIERS- Northern Mariana Islands

The mission of Pacific Resources for Education and Learning includes maintaining cultural literacy and strengthening educational programs for American-affiliated Pacific Islanders. On islands where no substitute teacher pool is available, students' educational opportunities may be seriously compromised. Policymakers and program managers in all 10 political entities were concerned about teacher and administrator absenteeism as well as teacher stress or burnout. The current study attempted to determine the risk factors for face of the tremendous changes taking place at the present time and the multiple challenges education must face at the beginning of a new century. Parts 3 to 6 discuss the events of the Oman seminar, its outcomes, and an evaluation of its achievements. Part 7 reproduces the final recommendations approved by the Plenary of the seminar, including some follow-up actions that should soon be addressed. Annex 1 provides statistics on Gulf education and supporting economy; Annex 2 includes opening and closing speeches; and Annex 3 contains a list of seminary participants. (Author/RT)

ED 458 722 EA 031 441

Schmoker, Mike
The Results Fieldbook: Practical Strategies from Dramatically Improved Schools.
PUB DATE- 01
NOTE- 162p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Educational Assessment; Educational Cooperation; *Educational Improvement; Educational Innovation; Educational Methods; Educational Planning; Elementary Secondary Education; *Instructional Effectiveness; Instructional Innovation; *School Effectiveness; *Teacher Effectiveness; Teamwork

This book offers methods on how to cultivate and capture teacher expertise--one of the most grossly underused assets in education. These methods are simple and include goal-oriented, data-driven collaboration and ongoing assessment that can lead to an array of effective innovations and strategies to enhance school effectiveness. Five case-study school systems are described that used these methods to overcome obstacles and achieve exceptional results for all their students. Supplementing the five case studies, brief vignettes written by practitioners show how core practices--teamwork, the use of achievement data, and planning for measurable goals--made an immediate and profound difference in student learning at their respective schools. This book contains easily adapted processes and refinements that result from such teacher collaboration and that facilitate measurable improvement. Appendix A contains an annual school-improvement planning process/checklist. Appendix B is a form for planning annual improvement goals for 2001-02. Appendix C offers improvement brainstorming guidelines. Appendix D is a team-learning log for problem/opportunity identification and solution/resolution. Appendix E is a recognition nomination form. Appendix F offers models for effective, time-efficient meetings. Appendix G offers a schedule/model for continuous instructional improvement. (Contains 75 references.) (RT)

ED 458 723 EA 031 442

Palomba, Geremia; Vodopivec, Milan
Financing, Efficiency, and Equity in Albanian Education. World Bank Technical Paper.
PUB DATE- 01
NOTE- 111p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Numerical/Quantitative Data (110)
DESCRIPTORS- Economic Change; Economic Factors; *Economic Impact; Economically Disadvantaged; *Educational Change; Educational

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Standards; *Alternative Assessment; *Disabilities; *Educational Assessment; Elementary Secondary Education; Inclusive Schools; *Models; Scoring; Testing Problems

This report addresses challenges associated with the reporting of test scores of students with disabilities participating in alternate assessments. It summarizes six models currently under construction or already being used by states. Using proficiency levels as a common reporting approach, the six models are: (1) same proficiency levels for general assessment and alternate assessment; (2) different proficiency levels for general and alternate assessments but treated as the same; (3) different proficiency levels for general assessment and alternate assessment; (4) overlapped proficiency levels for general assessment and alternate assessment; (5) lowest possible proficiency level for alternate assessment; and (6) no alternate assessment proficiency levels. The pros and cons of each of the six models are addressed, along with the implications of using each model. The importance of collecting data on these models as they are implemented is stressed. (DB)

ED 458 742 EC 308 688

Performance Assessment System for Students with Disabilities: Introductory. Revised.
PUB DATE- 99
NOTE- 99p.; Funded through federal assistance under the Individuals with Disabilities Education Act (IDEA), Part B.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; Accountability; *Alternative Assessment; *Disabilities; *Educational Assessment; Elementary Secondary Education; Program Evaluation; Recordkeeping; State Standards; Student Evaluation
IDENTIFIERS- *Florida

Florida's Performance Assessment System for Students with Disabilities (PASSD) is a response to growing demands that students with disabilities be included in school evaluation and accountability efforts through alternate assessments. Chapter 1 introduces PASSD and provides background information. It notes that the focus of PASSD is noncategorical with three levels of performance expectations, independent, supported, and participatory. Chapter 2 details the five steps of the assessment procedure: (1) identify instructional goals related to the performance expectation/s being addressed; (2) develop instructional/assessment activities; (3) identify scoring criteria (rubric); (4) develop a method/s to document and keep track of student performance (tracking forms); and (5) develop a format for reporting student performance (rating scale). Chapter 3 focuses on use of assessment data, especially in developing the student's individualized education program and in overall program evaluation. Chapter 4 provides a guide to the unique educational needs of individuals with disabilities including autism, deafness and hearing impairment, educable mental handicap, emotional handicap, physical impairment, profound handicap, specific learning disability, speech and language impairment, trainable mental handicap, and visual impairment. An appendix presents state standards by domain. (Contains 14 references.) (DB)

ED 458 743 EC 308 689

them and other kinds of mental processes; (2) evidence for intrinsic processing weaknesses as the cause of specific learning disabilities; (3) advantages of a processing approach to diagnosis over current discrepancy-based approaches; (4) difficulties involved in using direct assessment of intrinsic processes to diagnose learning disabilities; (5) alternatives to classification based on assessment of intrinsic processes; and (6) threats to the concept of specific learning disabilities at the levels of science and educational practice arising from a decision to eschew the assessment of intrinsic processes as part of classification procedures. The paper also addresses the consequences for the field of learning disabilities of changing the procedures for classifying these children. (DB)

ED 458 761 EC 308 709

Wise, Barbara W.; Snyder, Lynn
Judgments in Identifying and Teaching Children with Language-Based Reading Difficulties. Executive Summary.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 01
NOTE- 10p.; Paper presented at the Learning Disabilities Summit: Building a Foundation for the Future (Washington, DC, August 27-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comprehension; Decoding (Reading); *Disability Identification; Elementary Secondary Education; Intervention; *Language Impairments; Phonology; *Reading Difficulties; Receptive Language; *Remedial Reading; Research Utilization; Teaching Methods

This paper reviews the literature on the role of judgment and collaboration between clinicians and researchers to identify and instruct students with reading difficulties, particularly reading difficulties based on either underlying core deficits in phonological processing or poor language comprehension. For students with speech-sound based reading disabilities, the research indicates that teachers and clinicians must assess foundation level skills, ensure automaticity with speeded practice, and provide numerous opportunities for children to apply the skills in context. For children whose decoding skills are normal but whose comprehension is weak, evidence suggests the need for focused intervention to address skills related to semantic memory, inferential skills, and self-questioning strategies. The paper also discusses clinical judgment in recognizing children with each of these two types of reading disability, screening for reading disabilities, and implementing clinical judgments in modifying instruction to meet individual needs. (DB)

ED 458 762 EC 308 710

Fletcher, Jack M.; Lyon, G. Reid; Barnes, Marcia; Stuebing, Karla K.; Francis, David J.; Olson, Richard K.; Shaywitz, Sally E.; Shaywitz, Bennett A.
Classification of Learning Disabilities: An Evidence-Based Evaluation. Executive Summary.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.

Classroom situations) (055)
DESCRIPTORS- Behavior Change; Behavior Problems; *Congenital Impairments; *Developmental Disabilities; Elementary Secondary Education; *Intervention; Males; Mental Retardation; Parent Attitudes; Special Health Problems; *Student Characteristics; Student Needs
IDENTIFIERS- *Fragile X Syndrome

This book is intended to give educators an overview of Fragile X syndrome, including how it affects individuals, usually males, and how teachers can use strategies and methods suited to their specific needs. Chapter 1 briefly describes those medical aspects of Fragile X that teachers may find helpful. Chapter 2 looks at typical characteristics of children with Fragile X, including physical, speech and language, behavioral, and intellectual and cognitive characteristics. Chapter 3 looks at the classroom environment and offers modification suggestions to help children with Fragile X function best. Chapter 4 looks specifically at the cognitive profile of children with Fragile X and identifies their strengths and weaknesses in learning. It also suggests ways that teachers can adapt teaching methods and strategies most likely to be effective. Chapter 5 considers particular behavioral and social characteristics associated with Fragile X and those also common to children with attention deficit hyperactivity disorder and to children on the autistic continuum. Various methods to manage and modify aspects of the child's behavior such as drug therapy are discussed. Finally, Chapter 6 focuses on the families of children with Fragile X and offers the perspective of different family members. (Contains 54 references.) (DB)

ED 458 781   EC 308 734

Macintyre, Christine
Dyspraxia 5-11: A Practical Guide.
PUB DATE- 01
NOTE- 136p.; Published by David Fulton Publishers Ltd.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Basic Skills; *Child Development; Cognitive Development; Elementary Education; Emotional Development; *Learning Activities; Motor Development; Motor Reactions; *Movement Education; *Neurological Impairments; Perceptual Motor Coordination; Physical Activities; *Physical Disabilities; Skill Development; Social Development; *Student Characteristics
IDENTIFIERS- *Dyspraxia

This book attempts to explain dyspraxia, a coordination disorder, and how the condition affects children of primary school age. The first chapter defines dyspraxia and answers common questions concerning what the condition is, difficulties these children experience, reasons for these difficulties, the prevalence of dyspraxia, and ways to help. Chapter 2 considers the study of dyspraxia within a developmental framework, specifically, the interaction of social, perceptual-motor, intellectual, and emotional development. It also considers the role of heredity and environment, personality and temperament, growth and maturation, causes, and labeling. The next four chapters each address one of the four areas of development: (1) perceptual-motor development; (2) intellectual development; (3) social development and making friends; and (4) emotional creation process, implementation, and interpretation. (Contains 18 references.) (KFT)

ED 458 804 FL 026 954

Baldauf, Richard B., Jr., Ed.; Kaplan, Robert B., Ed.
Language Planning in Nepal, Taiwan and Sweden. Multilingual Matters.
PUB DATE- 00
NOTE- 207p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Bilingualism; Case Studies; Chinese; Educational Policy; English (Second Language); Foreign Countries; Language Attitudes; *Language Minorities; *Language Planning; Language Role; *Public Policy; Qualitative Research; Swedish; Uncommonly Taught Languages
IDENTIFIERS- Nepal; Sweden; Taiwan

This edited volume covers the language situation in Nepal, Taiwan, and Sweden, explaining the linguistic diversity, the place of minorities and their languages, the historical and political contexts, and the current language situation, including language-in-education planning, the role of the media, the role of religion, and the roles of non-indigenous languages, especially English. Two of the contributing authors in this volume (Tsao and Winsa) are indigenous and have been participants in the language planning context while the remaining author (Eagle) has done extensive fieldwork in Nepal. To date, Nepal, Taiwan, and Sweden have not featured prominently in the international language policy and planning literature. The purpose of the volume (and others in this series) is to present up-to-date information on policies that are not well-known to researchers in the field. The book has an introduction and three chapters: "The Language Situation in Nepal" (Sonia Eagle); "The Language Planning Situation in Taiwan" (Feng-fu Tsao); and "Language Planning in Sweden" (Birger Winsa). (Contains 316 references.) (KFT)

ED 458 805 FL 026 955

Schmid, Carol L.
The Politics of Language: Conflict, Identity, and Cultural Pluralism in Comparative Perspective.
PUB DATE- 01
NOTE- 229p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Bilingualism; *Cultural Pluralism; English Only Movement; Ethnic Groups; Foreign Countries; Immigrants; *Language Attitudes; *Language Minorities; Language Planning; Multilingualism; Official Languages; Second Language Instruction; Second Language Learning
IDENTIFIERS- Canada; Identity Formation; Switzerland; United States

This book examines the ways in which people belonging to different language and cultural communities live together in the same political community, and how political and structural tensions arise to divide them along language lines. It analyzes the historical background and recent controversy over language in the United States, then compares the United States to two officially multilingual countries--Canada and Switzerland. This volume is suitable for courses in linguistics, political

ED 458 824 FL 026 981

Diaz, Criss Jones
Multilingual Literacies in the Primary Classroom: Making the Connections.
PUB DATE- 01
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Bilingual Education; *Bilingual Education Programs; Class Activities; Classroom Techniques; Elementary Education; Family School Relationship; Foreign Countries; *Literacy; *Multilingualism; Teaching Methods
IDENTIFIERS- Australia

This report explores how students' multilingual literacies can become part of everyday classroom practices. It discusses the contribution made by the home language in English language learning and literacy by highlighting the connections between languages in mainstream classroom settings. The strategies highlighted here focus on the representation of languages other than English. An overview of multilingual resources, including bilingual books, electronic resources, and software, is provided. Extensive lists of bookstores; resource centers and libraries; CD-ROMs, interactive stories, and videos; and foreign language Web sites available in Australia are also provided. (Contains 25 references.) (KFT)

ED 458 825 FL 026 982

Montague, Nicole S.; Meza-Zaragosa, Elsa
Elicited Response in the Pre-Kindergarten Setting: Good or Bad Idea?
PUB DATE- 00
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Bilingual Education Programs; Classroom Techniques; Comparative Analysis; Early Childhood Education; *Immersion Programs; Instructional Innovation; Language Minorities; Native Speakers; Second Language Instruction; *Second Language Learning; *Spanish Speaking; *Teaching Methods
IDENTIFIERS- Texas; *Two Way Bilingual Education

This paper argues in favor of dual language programs over typical bilingual education programs because in the dual language program the minority language has a status equal to the majority language. Through the use of the language experience approach, this study examines the role of elicited response from a small sample of English and Spanish speaking participants in an early childhood classroom. The traditional model and the dual language model are compared and contrasted focusing on the differing elicited responses from language learners. The dual language model is judged superior because of the belief that by seeing their English-speaking peers struggle with a second language, the Spanish-dominant speakers feel validated with their struggles with English. As a rule the minority language speaker is usually the only one to go through the experience of stumbling through a second language in front of an audience of native majority language speakers. To show

Hixson, Adalyn, Ed.
The Hispanic Outlook in Higher Education, 2000-2001.
PUB DATE- 01
NOTE- 2085p.; For volume 10, see ED 449 725. Previous volumes contained 26 issues.
LANGUAGE- English
EDRS Price- MF18/PC84 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Academic Aspiration; Academic Persistence; *Access to Education; Admission (School); *College Faculty; Diversity (Student); Educational Administration; *Educational Policy; *Higher Education; Program Descriptions; Public Policy; Spanish Speaking
IDENTIFIERS- *Latinos

This document consists of all 25 issues of Volume 11 of "The Hispanic Outlook in Higher Education," a biweekly journal that addresses issues in higher education for Hispanic Americans. Each issue contains several feature articles, a policy update column called "Outlook on Washington," a description of an exemplary program, and a sample student success story. Among topics addressed by feature articles in each issue are: (1) college admissions and the diversity plan of the University of Wisconsin; (2) education and the new Hispanic heritage; (3) Latin American jurists and legal education; (4) bilingual education and academic achievement; (5) Hispanic American achievement, Internet programs, and racial tensions; (6) Hispanic Americans in sports, science, and sociology; (7) Hispanic Americans at the City University of New York; (8) student financial aid and paying for college; (9) international education and the Latino educational agenda; (10) achievement of Hispanic American women; (11) 100 years of community colleges; (12) the new Secretary of Education, Roderick Paige; (13) Hispanic Americans in graduate education; (14) grading the states with regard to higher education; (15) top 100 colleges for Hispanics; (16) Latino accomplishments and Latino history; (17) Hispanic representation in health care; (18) educational change and innovation; (19) caucus of leaders of the American Association for Higher Education and "Hispanic Outlook"; (20) careers, college attendance, and the status of women; (21) affirmative action and the Hispanic American student; (22) Hispanic Americans and the arts; (23) national profile of independent colleges and universities; (24) the internationalization of U.S. higher education; and (25) Volume 11 index. (SLD)

ED 458 850 HE 034 499

Gardner, John N.; Barefoot, Betsy O.; Swing, Randy L.
Guidelines for Evaluating...The First-Year Experience at Four-Year Colleges. 2nd Edition.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 01
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; *College Freshmen; Educational Environment; *Educational Experience; *Evaluation Methods; Higher Education; Program Evaluation; Self Evaluation (Groups); *Student Adjustment

This booklet contains a blueprint of questions that can be used

United States

This document consists of 12 papers that, together, summarize the key issues underpinning future research and policy development related to intergenerational programs (IPs). "Introduction" (Alan Hatton-Yeo) discusses the project out of which the papers developed. "A General Assessment of IP Initiatives in the Countries Involved" (Ann-Kristin Bostrum, Alan Hatton-Yeo, Toshio Oshako, Yukiko Sawano) considers the historical and cultural roots of IPs, the role of IPs as instruments for solving priority social problems in given countries, the status of IPs, the training of IP professionals, and future needs and assessment of IPs. "Public Policy and Research Recommendations: An International Perspective" (Alan Hatton-Yeo, Jumbo Klerq, Toshio Oshako, Sally Newman) presents general recommendations, recommendations concerning four specific impact areas of IPs in public policy (economy and employment, society, lifelong learning, health), and recommendations concerning IP development and implementation strategies. The remaining papers, which focus on the past, present, and future of IPs in specific countries, are as follows: "China" (Sun Maintao); "Cuba" (Raul Hernandez Castellon); "Germany" (Ludger Veelken); "Japan" (Yukiko Sawano); "The Netherlands" (Jumbo Klerq); "Palestine" (Nora Kort); "South Africa" (Cathy Gush); "Sweden" (Ann-Kristin Bostrum); "The United Kingdom" (Alan Hatton-Yeo); and "The United States" (Sally Newman). The bibliography contains 47 references. (MN)

ED 458 365 CE 082 166

Lopes da Silva, Aracy

Adult Education and Indigenous Peoples in Brazil. International Survey on Adult Education for Indigenous Peoples. Country Study: Brazil.

PUB DATE- 00

NOTE- 47p.; Research supported by the Government of Norway, FAPESP, and DANIDA. Brazilian survey cooredinated by MARI-Indigenous Research Group. For other country studies, see CE 082 167-170. Appendixes listed in table of contents are not included with the document.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Access to Education; *Adult Education; Adult Learning; Adult Students; Bilingualism; Cultural Differences; Cultural Pluralism; Culturally Relevant Education; Delivery Systems; Developing Nations; *Educational Environment; Educational Improvement; Educational Legislation; *Educational Needs; *Educational Policy; Educational Trends; Equal Education; Ethnic Groups; Federal Legislation; Foreign Countries; Gender Issues; Government School Relationship; Inclusive Schools; *Indigenous Populations; Language Minorities; Language of Instruction; Minority Groups; National Organizations; Nongovernmental Organizations; Nonprofit Organizations; Policy Formation; Postsecondary Education; Program Developmen *Brazil;

IDENTIFIERS- *Brazil; International Survey Adult Educ Indigenous Peoples; International Surveys; Marginalized Groups

Adult education for indigenous peoples in Brazil was examined. First, information on government institutions, indigenous organizations, international agencies, and nongovernmental organizations engaged in adult education for Brazil's indigenous peoples was compiled. Next, questionnaires and survey techniques were used to research the policy and practice of adult education for Brazil's indigenous peoples. Special

This document contains an introduction to the Ohio Integrated Technical and Academic Competency (ITAC) and Specialization ITAC; an overview of the graphic communications field; a list acknowledging professionals who helped develop the competency list; and a comprehensive list of the professional or occupational competencies deemed essential for graduates to be able to perform proficiently when they graduate from an Ohio specialization workforce development program on graphic communications. The introduction explains the following: (1) critical academic, employability, and information technology skills have been integrated throughout the list to support the technical skills; (2) the competency profile can be used as the basis for curriculum development in Ohio's secondary, adult, and postsecondary programs; and (3) the specialization competency profile is organized so that it can be clustered or grouped in a modular approach. The overview of the graphics communications field describes general duties, some specific tasks, employment opportunities, length of program, type of program (classroom instruction and/or work experience), and types of certificates and/or degrees. The competencies are grouped under broader skills that are, in turn, categorized under these eight major topics: introduction to graphic communications; safety in the graphic communications industry; job planning; design and digital image preparation; film generation; image assembly and platemaking; press operations; and finishing and binding. (YLB)

ED 458 381 CE 082 493

Nurse Assistant. FasTrak Specialization Integrated Technical and Academic Competency (ITAC). Revised.
PUB DATE- 01
NOTE- 17p.; For other FasTrak ITACs, see CE 082 485-494 and CE 082 496.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Allied Health Occupations Education; Communication Skills; Competence; *Competency Based Education; Degrees (Academic); Educational Certificates; Graduation Requirements; Home Health Aides; *Integrated Curriculum; *Job Skills; Labor Force Development; Medical Services; *Nurses Aides; *Nursing; Older Adults; Postsecondary Education; Residential Care; Secondary Education; State Programs; Statewide Planning
IDENTIFIERS- *Ohio

This document contains an introduction to the Ohio Integrated Technical and Academic Competency (ITAC) and Specialization ITAC; an overview of the nurse assistant occupation; a list acknowledging professionals who helped develop the competency list; and the comprehensive list of the professional or occupational competencies deemed essential for graduates to be able to perform proficiently when they graduate from an Ohio specialization workforce development program for nurse assistants. The introduction explains the following: (1) critical academic, employability, and information technology skills have been integrated throughout the list to support the technical skills; (2) the competency profile can be used as the basis for curriculum development in Ohio's secondary, adult, and postsecondary programs; and (3) the specialization competency profile is organized so that it can be clustered or process of system reform, including the following: (1) the tools EFF has created to facilitate system reform; (2) the research EFF has drawn upon to create those tools; (3) the program practices expected to be implemented as a result of the use of those tools; and (4) the short- and longer-term outcomes that represent the real goals of system reform. Program practices featured in the model include a purposeful and transparent approach to education, a contextualized approach to curriculum and instruction, a constructivist approach to teaching and learning, an approach to assessment based on cognitive science research on adult learning and the development of expertise, and a systematic approach to accountability and program improvement based on meeting student and national goals. (Contains 23 references.) (KC)

ED 458 398 CE 082 546

McKinnon, Cole Marie
Preventing and Reporting Resident Abuse in Assisted Living: A Learning Module for Resident Assistants.
PUB DATE- 01
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; Aging (Individuals); Allied Health Occupations Education; *Attendants; Caregiver Role; *Caregiver Training; *Caregivers; *Elder Abuse; Emotional Abuse; Individual Instruction; Instructional Materials; Learning Modules; Long Term Care; Material Development; Negligence; Nursing Homes; *Older Adults; Pretests Posttests; *Residential Care; Small Group Instruction; Violence
IDENTIFIERS- *Massachusetts

In an effort to conform to the Massachusetts Executive Office of Elder Affairs (EOEA) staff development requirement regarding elder abuse, a learning module was developed. It was designed to be administered to an individual caregiver for the purpose of self-study or to small groups of caregivers using the lecture-discussion format. Following the seven-page report is the learning module for resident assistants, entitled Preventing and Reporting Resident Abuse. Introductory materials include a list of learning objectives; introduction; and research on prevalence of elder abuse. Informative material is provided on types of resident abuse, such as physical abuse, psychological or emotional abuse, neglect, self-neglect, and financial exploitation or misuse; causes of resident abuse; and things one can do about abuse. Appendixes include a 14-item bibliography, list of 11 web sites and materials available online; post-test; and sample resident abuse investigation report form. (YLB)

ED 458 399 CE 082 547

Nilsen, Sigurd R.
Veterans' Employment and Training Service: Flexibility and Accountability Needed To Improve Service to Veterans. Report to the Chairman, Subcommittee on Oversight and Investigations, Committee on Veterans' Affairs, House of Representatives.
PUB DATE- 01
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

differences among conflict style preferences. Korabik et al. (1993) found no gender differences in conflict management styles of experienced managers but significant gender differences among those without managerial experience. Gender demonstrated a significant role in differences between subordinates' behavior in conflict. Gender differences can be affected by experience and subordinate responses; moral orientation can be affected by context (e.g., work versus home). Factors associated with organizations showed significant differences in how conflict is managed. Organizational level (intrapersonal, intragroup, and intergroup) and decision-making processes, and a conglomeration of conflict variables contributed to the way conflict is experienced and managed in the workplace. Interpersonal and situational flexibility seems to be highly effective in managing conflict. (Contains 31 references.) (YLB)

ED 458 416 CE 082 581

Tibbetts, John; Sherman, Renee; Crocker, Judy; Evans, Arthur
SCANS-Related, Project-Based Instruction and Learning in Adult Education: A Professional Development Packet.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. Div. of Adult Education and Literacy.
PUB DATE- 00
NOTE- 117p.; "A Publication of Building Professional Development Partnerships for Adult Educators Project (PRO-NET)," American Institutes for Research.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; *Adult Educators; Behavioral Objectives; Brainstorming; Competency Based Education; Curriculum Development; Group Activities; *Instructional Design; *Instructional Innovation; Instructional Materials; Lesson Plans; *Professional Development; *Student Projects; Teacher Workshops; *Teaching Methods; Team Training; Teamwork
IDENTIFIERS- Facilitators (Personnel Development); *Secretarys Comm on Achieving Necessary Skills

This packet contains materials for a professional development workshop series to prepare adult educators to design and implement instruction based on the SCANS skills, using a project-based approach to instruction. Session 1 is a full day, although facilitators may choose to make it two three-hour sessions. Session 2 is three and one-half hours. Contents for each session consist of these components: lists of handout and transparency masters; overview (objectives, time requirements, materials checklist, preparation checklist), outline for session, preparation for session, and facilitator's notes. Facilitator's notes for Session 1 cover these six topics: Introduction, Objectives, Agenda; Overview and Implications of the SCANS Reports; The Need for Workplace Collaboration in the 21st Century; Project-Based Instruction as a Vehicle for Learning and Practicing Collaborative SCANS Skills; Interim Project-Based Task for Participants; and Wrap-up of Session 1. Facilitator's notes for Session 2 focus on Overview of Session 2; Assessment and Evaluation of SCANS-Related, Project-Based Instruction and Learning; Team Completion of Lesson Plans and Planning for the Presentation; Presentation of Projects to the Whole Workshop Group; Brainstorming Uses of SCANS-Related, Project-Based Lessons; and Wrap-up of Session 2. (YLB)

ED 458 417 CE 082 587

LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Data Analysis; Data Collection; Developed Nations; Developing Nations; *Economic Factors; Employment Projections; Foreign Countries; Job Training; Labor Force Development; *Labor Market; Labor Needs; *Occupational Information; Postsecondary Education; Research Methodology; Secondary Education; *Standard Setting; Standards; *Vocational Education
IDENTIFIERS- Estonia; *Europe (East Central); *Europe (West); Latvia; Lithuania; Poland; Slovenia

This is the third publication in the European Training Foundation's (ETF's) series of manuals designed to support development of vocational education and training (VET) standards. This volume looks at ways in which VET standards are linked to labor market demands and how relevant VET standards are to the needs of employment in a market economy. Part I, The Impact of Labor Market Information on VET Standards, is based on a report of ETF's Advisory Forum. The report asks "What are the needs of the economy now and in the future?"; tracks changes in important economic indicators; gives examples of Western and New Independent States' experience; and gives examples of how vocational training systems have responded to meet challenges of new economic demands. An example of a flexible VET standard designed to meet changing labor market needs is annexed. Part II, Identifying Labor Market Requirements, is an output of an ETF project to identify and develop methodologies for occupational standards in Estonia, Latvia, Lithuania, Poland, and Slovenia. It spells out the purpose of collecting and analyzing economic and labor market data so education and training policies and program remain relevant to the needs of the labor market and the wider economy; identifies needs and benefits of labor market analysis; and discusses specific research methods. Case studies of labor market analyses in Estonia, Lithuania, and Slovenia are annexed. (YLB)

ED 458 432 CE 082 619

Entrepreneurial Training for the Growth of Small and Medium-Sized Enterprises: Lessons from Central and Eastern Europe. Report.
PUB DATE- 00
NOTE- 159p.; Case studies drafted by Marju Unt, Andrea Frenyo, Eva Malik, Agnes Tibor, Ella Kalnina, Witold Kajaszczak, Silvia Pop, and Stanislva Lypnov. Sections on "How was the study carried out?" (1.4) and "How can the report be used?" (1.5) are not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; Business Administration Education; Case Studies; Comparative Analysis; Developing Nations; Economic Development; *Educational Practices; *Entrepreneurship; Foreign Countries; International Communication; International Cooperation; International Educational Exchange; Labor Force Development; Literature Reviews; *Management Development; Postsecondary Education; *Program Development; Secondary Education; Self Employment; *Small Businesses; *Training

decentralization has been a general trend since the 1990s; (6) in recent years, investments have also been made in developing cooperation between educational institutions; (7) access to lifelong learning and learning outcomes have been inferior in rural areas; and (8) the basis of lifelong learning in Finland is in line with the objectives set by the European Union. (Ten tables/figures are included. The following items are appended: a list of 15 pertinent legal provisions; a glossary of acronyms/abbreviations and terms; and the questionnaire and selected findings of a lifelong learning survey. The bibliography lists 42 references.) (MN)

ED 458 448 CE 082 636

Saint-Hubert, Roselyne Simon; van Griethuysen, Claire-Anne; Hellemans, Jacques; Verhelpen, Pierre; De Streel, Jean-Marc
Vocational Education and Training in Belgium. Second Edition.
PUB DATE- 01
NOTE- 145p.; Also available in French and German.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Programs; Career Guidance; Certification; Colleges; Continuing Education; Counseling Services; Delivery Systems; *Educational Administration; *Educational Environment; *Educational Finance; Educational History; *Educational Legislation; Educational Objectives; Educational Quality; *Educational Trends; Employment Qualifications; Federal Legislation; Financial Support; Foreign Countries; Futures (of Society); Labor Force; Population Trends; Postsecondary Education; Public Schools; Secondary Education; Social Isolation; Student Characteristics; Teacher Education; Training; Trend Analysis; Universities; *Vocational Education; Vocational Education Teachers; Vocational Schools; Youth Programs *Belgium; Europe; Stakeholders
IDENTIFIERS- *Belgium; Europe; Stakeholders

Belgium's vocational education and training (VET) was examined. The following topics were considered: (1) the VET environment (political and administrative structures; the economy; the labor force; unemployment); (2) Belgium's educational system (funding principles; the structure and objectives of basic, secondary, and higher education); (3) the history of VET in Belgium, initial vocational training (IVT), and continuing vocational training (CVT); (4) the legal and legislative framework and financing; (5) qualitative aspects (certification and qualification; training of trainers; and vocational guidance); and (6) trends and perspectives. The analysis established that Belgium's public authorities have generally played a leading role in VET, especially in IVT. Like other European countries, Belgium is facing the problem of adapting education to current realities. Attempts are therefore being made to provide students with education that is general enough to keep abreast of current technologies but specific enough for them to be integrated into enterprises. It was concluded that all VET stakeholders, including enterprises, must place all kinds of IVT and CVT on a practical footing and devote more attention to formulation and application of uniform quality criteria. (Sixty-eight tables/figures are included. The following items are appended: list of acronyms and abbreviations; addresses of 14 main organizations; a 77-item bibliography; and a glossary.) (MN) teacher/student interactions as a potential source of influence on children's attitudes. Approximately 250 third and fourth grade students participated in the study. Modifications made to the Scale of Children's Attitudes toward Race and Gender were found to have satisfactory psychometric properties. Analyses of the children's attitude data support an interaction effect between race and sex with regard to children's prejudice. The study did not support a link between teacher differential treatment of and children's attitudes toward out-groups. Several possibilities are given for the results. (Contains 23 references.) (JDM)

ED 458 470 CG 031 336

Kumaraswamy, N.
Psychotherapy in an International Setting: A Malaysian Perspective.
PUB DATE- 01
NOTE- 10p.; Paper presented at the Annual Meeting of the American Psychological Association (109th, San Francisco, CA, August 24-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Clinical Psychology; *Counseling; Counselor Client Relationship; *Folk Culture; Foreign Countries; *Help Seeking; Mental Health; Mental Health Programs; Modernization; *Traditionalism
IDENTIFIERS- *Malaysia

In spite of the development of medical services in Asian countries, mental illness and mental health services remain a stigma. An awareness of the causes and consequences of mental illness is also lacking. Since the 1990s, much work has been done in Malaysia to advance the people's concepts about the scientific approach to mental illness and to promote clinical psychology. The first master's program in clinical psychology was started in 1994. The trend of visiting traditional healers is changing, and a more systematic and scientific approach is emerging. This paper presents counseling techniques that can be used with patients transitioning from the traditional into the modern world of medicine. (JDM)

ED 458 471 CG 031 337

Feldman, Sandra
The War for Boys: What Must We Do To Win?
PUB DATE- 01
NOTE- 10p.; Paper presented at the Annual Meeting of the American Psychological Association (109th, San Francisco, CA, August 24-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Childhood Needs; Children; Counselor Role; Government Role; Integrity; *Labeling (of Persons); Males; Mental Health Workers; Public Policy; *Social Indicators; *Social Responsibility; Special Education; Teacher Role; Theory Practice Relationship; Violence

Children are entitled to grow up in secure and nurturing recommendations for the next steps to take. (JDM)

ED 458 493 CG 031 367

Kaczmarek, Peggy
Experiential Teaching Strategies Applied to an Ethics and Professional Issues Course.
PUB DATE- 01
NOTE- 7p.; Paper presented at the Annual Meeting of the American Psychological Association (109th, San Francisco, CA, August 24-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Counseling; *Counselor Training; Curriculum; *Ethics; *Experiential Learning; Graduate Students; Higher Education; Lesson Plans; Self Evaluation (Individuals)

Effective ethics training requires more than being knowledgeable about the code of ethics. Ethical decision-making requires higher order cognitive skills and an examination of personal values. Didactic course work establishes a foundation, but it must be supplemented with experiential activities that will provide the student with first-hand experience with ethical dilemmas, and by classroom discussions that expand cognitive awareness. It is important for students to have first-hand experience in working with contemporary ethical issues before they finish their graduate training. While ethical vignettes are one way to simulate clinical contexts, real life examples that place students in situations where they will personally experience ethical issues is recommended. Nine experiential teaching strategies that are appropriate for an ethics and professional issues course are discussed. Some suggestions include students completing a family genogram; developing a professional disclosure brochure; researching ethical decision-making models; and participating in a professional growth group. (Contains 11 references.) (JDM)

ED 458 494 CG 031 369

Thomas, Nina K.
Coming to Terms with the Past: Lessons from War-Torn Countries.
PUB DATE- 01
NOTE- 12p.; Paper presented at the Annual Meeting of the American Psychological Association (109th, San Francisco, CA, August 24-28, 2001).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Civil Liberties; *Ethnic Discrimination; Fear; Foreign Countries; Genocide; History; International Crimes; Social Integration; War; *World Problems
IDENTIFIERS- Generation Effect; Healing; Human Rights Commission; Retrospective Analysis; Survivors; Traumas; Trials; *Victims of War

Countries are increasingly facing the question of transgenerational transmission of trauma from their previous acts of war, ethnic cleansing, and genocide. How countries choose to confront that past has significance on the future course of their society. Truth commissions have been used in

*Values Education
IDENTIFIERS- *Character Education; Virtues

This resource guide provides a theoretical and practical text for teaching character education. It allows educators to do their own in-depth teacher education and implementation of virtue-centered character education. With this information, teachers can move character education from theory to practice. Chapter 1 begins with a definition of character education and lays out the reasons why schools should undertake this challenge. Chapter 2 explains the difference between teaching virtues instead of values or views. It provides a framework for teaching children to internalize virtue and explains the steps needed to build the foundation for character education. The importance of turning a school into a community of virtue is discussed in Chapter 3, and the methods of making character education an integral part of the curriculum are delineated in Chapter 4. Chapters 5, 6, and 7 discuss the specific roles and responsibilities of parents, teachers, and students. Three appendixes are organized into 20 brief sections on good ideas, action strategies, and curriculum. (Contains 11 exhibits, 8 checklists, and 2 worksheets.) (JDM)

ED 458 516 CG 031 417

Anabolic Steroid Abuse. National Institute on Drug Abuse Research Report Series.
PUB DATE- 00
NOTE- 14p.; Appended is "Anabolic Steroids. Community Alert Bulletin."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Athletes; *Drug Education; Health Behavior; Peer Influence; Prevention; Public Health; *School Counseling; *Secondary School Students; Substance Abuse
IDENTIFIERS- Monitoring the Future; *Steroids

The use of anabolic steroids is on the increase among athletes as well as other segments of the population. Data from the "Monitoring the Future" study showed a significant increase from 1998 to 1999 in steroid abuse among middle school students. During the same year, there was a decline in the percentage of 12th graders who believed that taking steroids was a health risk. Steroid abusers who share needles or use non-sterile techniques for injecting steroids are at risk for contracting infections such as HIV/AIDS, hepatitis B and C, and bacterial endocarditis. These and other effects of steroid abuse are discussed in this Research Report as well as the corresponding Community Drug Alert Bulletin. The objective is to keep communities up-to-date concerning the risks of abusing anabolic steroids and the science-based approaches to preventing and treating such abuse. (Contains 25 references.) (ADT)

ED 458 517 CS 014 391

Cumming, Joy, Ed.; Wyatt-Smith, Claire, Ed.
Literacy and the Curriculum: Success in Senior Secondary Schooling.
PUB DATE- 01
NOTE- 200p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)

vocabulary, and text comprehension. Each section of the guide defines the skill; reviews the evidence from research; suggests implications for classroom instruction; describes proven strategies for teaching reading skills; and addresses frequently raised questions. (NKA)

ED 458 537 CS 014 503

A Solid Foundation: Supportive Contexts for Early Literacy Programs in Maine Schools.
SPONS. AGENCY- Northeast and Islands Regional Educational Lab. at Brown Univ., Providence, RI.
PUB DATE- 00
NOTE- 90p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Beginning Reading; *Beginning Writing; Early Intervention; Educational Assessment; *Emergent Literacy; Primary Education; Professional Development; *Reading Instruction; *State Programs; State Surveys; *Writing Instruction
IDENTIFIERS- *Maine; Recursive Models; Research Results

This report provides a summary of the preliminary investigations conducted by the Early Literacy Workgroup in Maine's schools, and is designed to serve the following purposes: articulate a set of interrelated, common characteristics of successful literacy programs; extend to schools an invitation to dialogue about effective literacy practices and supportive school and community contexts; provide schools a place to begin examining their own practices, and a recursive model for doing so; and inform the Center for Inquiry's continued examination of literacy practices in Maine. The report presents its information in the following order: a summary of the research design used to gather data; an examination of common characteristics revealed in the analysis of the data, including a description of a recursive model for effecting change; and a set of preliminary conclusions, implications, and questions for further dialogue in local school districts among professional development service providers, as well as policymakers. (Includes 6 tables. Appendixes include a 17-item bibliography of references, a guide to dialogue, the survey used in the investigation, and literacy resources.) (NKA)

ED 458 538 CS 014 504

Reading Tips for Parents.
PUB DATE- 01
NOTE- 6p.; For a related Spanish version, see CS 014 505. Funded by the Library Services and Technology Act.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Early Childhood Education; Parent Child Relationship; *Parent Participation; *Reading Aloud to Others; *Reading Motivation; *Recreational Reading; *Young Children
IDENTIFIERS- Behavior Modeling; Family Activities; *Reading Behavior

This brochure offers a host of tips for parents who wish to read for and with their children. The brochure first provides some general tips, such as "Read aloud at least 15 minutes a day to

DESCRIPTORS- *English; *Phoneme Grapheme Correspondence; Primary Education; *Reading Skills; *Spelling
IDENTIFIERS- *Orthography; Southwest Educational Development Laboratory; Spelling Patterns; *Words

English text is best described as a writing system with a deep orthography, meaning that there is not very good consistency between the way words are pronounced and the way they are spelled. People might think, because of all the inconsistency in English spelling-sound relationships, that there are no conventions or rules to English spelling, but that is not the case. This paper discusses the regularities and consistencies that allow competent readers to "attack" novel words and also discusses words that deviate from spelling-sound conventions. The paper considers that while it is possible to create a set of rules that fairly completely describes English spelling-sound relationships, it does not follow that humans use these rules when reading. It finds that the implications for teaching children to read are quite clear--children must learn to "read by analogy" as some researchers put it, using the words they are familiar with to help them in sounding out the words they are not familiar with. The paper explains how the teacher can help the child to develop this ability and to see how some words are "exception" words and focus explicitly on those exception words. (NKA)

ED 458 559 CS 014 529

Wren, Sebastian
Reading by Sight. Topics in Early Reading Coherence.
PUB DATE- 01
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Beginning Reading; *Decoding (Reading); Primary Education; *Reading Instruction; Sight Method; Student Educational Objectives; Teacher Role
IDENTIFIERS- Dolch Basic Sight Vocabulary; Southwest Educational Development Laboratory

When children first learn that symbols can be used to represent ideas or spoken words, they begin with the assumption that the whole symbol represents the whole word. To become competent readers with reading vocabularies in the 50,000-75,000 word range, children need to learn to decode words rather than simply memorizing them. Decoding words is much more generative and flexible and requires much less attention and memory. Children who can decode words are able to break down new, unfamiliar words, and arrive at a phonological code that they can communicate with others. An often stated goal of many reading teachers, reading programs, and even state standards documents, however, is that the teacher will enhance the child's repertoire of "sight words." The concept of sight words has foundations in the "Look-Say" approach to reading instruction, and the sight word lists that were created before World War II, such as the Dolch list, are still used. There is no clear empirical evidence that teaching very young children to memorize a few basic and common words is harmful. However, teaching children in the first and second grades to memorize words only detracts from one of the primary goals of reading instruction--as early as possible, children need to learn to attend to the letters within the words, and to decode the words, and children need to become so proficient at this skills that words are decoded rapidly and effortlessly. (NKA)

Instruction; *English Literature; High Schools; Instructional Innovation; *Literary Criticism; *Literature Appreciation; *United States Literature
IDENTIFIERS- *Literary Theory; Response to Literature

This book challenges current paradigms of literature instruction by making a strong case for teaching critical theory in high school literature classrooms. The book urges teachers to expand their theoretical repertoires. It argues for the importance of multiple perspectives in enabling students to better read and interpret literature, as well as culture and the media. The lessons and strategies presented in the book provide a rich resource for teaching a variety of critical approaches, including reader response, feminism, Marxism, deconstruction, and poststructuralism; the teaching strategies themselves can be adapted to a variety of classroom settings and are useful in enhancing both traditional and new methods with an end goal of empowered students. Chapters in the book are: (1) The Case for Critical Theory in the Classroom; (2) Through the Looking Glass: Introducing Multiple Perspectives; (3) The Lens of Reader Response: The Promise and Peril of Response-Based Pedagogy; (4) Of Grave Diggers and Kings: Reading Literature through the Marxist Lens, or, What's Class Got To Do with It?; (5) A Lens of One's Own: Of Yellow Wallpaper and Beautiful Little Fools; (6) Deconstruction: Postmodern Theory and the Postmodern High School Student; (7) From Study Guides to Poststructuralism: Teacher Transformations; and (8) Critical Encounters: Reading the World. (Includes ready-to-use teacher handouts. Classroom activities are appended. Contains 75 references, and a 43-item list of selected literary texts.) (NKA)

ED 458 580   CS 217 663

Hatton, Sharon Crawford; Ladd, Pam Leneave
Teaching Idea Development: A Standards-Based Critical-Thinking Approach to Writing.
PUB DATE- 02
NOTE- 134p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Classroom Techniques; *Content Area Writing; *Critical Thinking; Intermediate Grades; Learning Activities; Secondary Education; Standards; Theory Practice Relationship; *Thinking Skills; *Writing Skills; *Writing Strategies
IDENTIFIERS- *Writing Thinking Relationship

Idea development is a concrete skill that can be taught in a systematic way. This step-by-step guidebook provides educators in all content areas with the tools they need to help students think more critically and write with more fully developed ideas. The guide (authored by instructors with the Kentucky Writing Program) offers the reading-writing-thinking sequences that successful writers use when developing ideas. It contains ideas teachers can implement immediately in intermediate, middle, or secondary schools. The strategies and tactics offered in the guide are designed to work in the current rigorous, standards-based school environment, to provide results that are both successful and measurable. The guide explores the theory and practice of implementing idea development in the classroom, from identifying and solving common idea-development problems to strategies for teaching resources, selected by type. (Contains 67 references and a list of children's literature cited.) (NKA)

ED 458 600 CS 217 720

Amaro, Ana Carla; Moreira, Antonio
Storytelling, Technology and Children's Literacy Development.
PUB DATE- 01
NOTE- 17p.; Paper presented at the Education Research Network Conference on Learning (8th, Spetses, Greece, July 4-8, 2001). Sponsored by FCT (Portuguese Foundation for Science and Technology).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Software Development; Elementary Education; Foreign Countries; Literacy; *Story Grammar; *Story Telling
IDENTIFIERS- Portugal

This paper reports on a project started November 1999, which aims at understanding the storytelling structuring processes put into action by children at primary education level. The ultimate goal of this study is to draft a script for a computer tool to support story telling. For this purpose it identifies narrative scheme as the main organizing paradigm of human thinking and the ubiquity of the products of narrative schemes for human life. It then considers the importance of the development of children's narrative competences and the role of narrative, particularly storytelling, for the development of literacy and imagination in the processes of learning and school performance. A brief analysis of research within storytelling software development leads to the conclusion that there is need for greater investment in this area. Finally, the paper describes the various research stages, emphasizing V. Propp's contribution toward story analysis and the need to include children in technology design. (Contains 48 references.) (Author/RS)

ED 458 601 CS 217 721

Owens, Derek
Composition and Sustainability: Teaching for a Threatened Generation. Refiguring English Studies.
PUB DATE- 01
NOTE- 274p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Case Studies; *Classroom Techniques; *Curriculum Development; *English Curriculum; Futures (of Society); Higher Education; *Rhetoric; *Teacher Role; *Writing Instruction
IDENTIFIERS- *Sustainability; Writing Contexts

This book is intended to be a stimulus for educators who want to teach or plan curriculum with the long view in mind. The book states that although sustainability--meeting today's needs without jeopardizing the interests of future generations--has become a dominating force in diverse disciplines, it has yet to play a substantive role in English studies. It argues that, in light of worsening environmental crises and accelerating social injustices, there is a need to use sustainability as a way to bridges the fact/fiction gap. This paper shows how a reader of "The Ballad of Frankie Silver" can explore differences in the purpose, technique, and reader response of fictional and nonfictional material in one book. The paper recounts the novel's origins in a true story of an 1832 murder in North Carolina and discusses another book with the same theme, "The Untold Story of Frankie Silver" by Perry Deane Young. It recommends having students read and compare both books. The paper suggests that students scrutinize how McCrumb weaves primary written sources into her text, noting that they can learn a lot about how narrative is shaped and the decisions a writer makes in shaping it from examination of the original materials. It discusses in detail several aspects of the plot. The paper reiterates that reading McCrumb's novel and Young's book and examining original case materials can help students understand the workings of narrative, including theme, point of view, and multi-layered plots, as well as readers' differing expectations for fiction and nonfiction. (NKA)

ED 458 621 CS 217 747

Limbrick, Libby
The Literacy Debates: What Are the Issues in New Zealand?
PUB DATE- 99
NOTE- 14p.; Paper presented at the British Educational Research Association Annual Conference (University of Sussex at Brighton, September 2-5, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Education; Elementary Education; Foreign Countries; Instructional Effectiveness; *Literacy; *Professional Development; *Reading Achievement; *Reading Instruction
IDENTIFIERS- International Assn Evaluation Educ Achievement; *New Zealand; Reading Recovery Projects

The 1970 International Educational Achievement (IEA) survey placed New Zealand's nine and fourteen year olds first in reading achievement in comparison with all other participating countries. Literacy educators the world over have studied New Zealand's methods and classroom environments, and its approaches to reading/writing instruction have been adopted in many countries. Reading Recovery, developed by Marie Clay in the 1970s, has become a key intervention program in Britain, Australia, and the United States. But the IEA survey of 1990 showed that New Zealand has slipped in ranking, and their children had the greatest difference between high achievers and low achievers. A 1996 adult literacy survey was also disappointing. Several factors have probably contributed to the changing literacy profile of New Zealand: the number of multiethnic children from backgrounds other than English has greatly increased; socioeconomic factors have led to polarization of wealth and living conditions; and curriculum demands on schools have increased both in diversity and content. Some have recommended that New Zealand adopt phonics programs instead of the natural language philosophy of literacy instruction. A Literacy Taskforce identified several issues affecting literacy instruction but did not recommend a major change. Central to a number of the recommendations was ongoing professional development for educators, focusing on effective use of teaching approaches, monitoring and assessment, and use of running records. The government set as its goal the enhanced communication. The content and the interrelatedness of the standards go a long way toward producing student understanding. But meeting the standards cannot and should not imply that every student will acquire a common set of artistic values. The standards provide a positive and substantive framework for those who teach young people why and how the arts are valuable to them as persons and as participants in a shared culture. The theater arts standards for Colorado schools are: (1) Students develop interpersonal skills and problem-solving capabilities through group interaction and artistic collaboration; (2) Students understand and apply the creative process to fundamental skills of acting, playwriting, and directing; (3) Students understand and apply the creative process to skills of design and technical production; (4) Students understand and relate the role of theater arts to culture and history; (5) Students analyze and assess the characteristics, merits, and meanings of traditional and modern forms of dramatic expression; and (6) Students know and apply connections between theater and other disciplines. This booklet cites a rationale for each standard and describes what students should know and be able to do at kindergarten and grade 4, at grade 5 and grade 8, and at grade 9 and grade 12. (Contains a glossary and a standards matrix.) (NKA)

ED 458 641 CS 510 654

St. John, Edward P.; Manset, Genevieve; Chung, Choong-Geun; Worthington, Kimberly
Assessing the Rationales for Educational Reforms: A Test of the Professional Development, Comprehensive Reform, and Direct Instruction Hypotheses. Policy Research Report.
SPONS. AGENCY- Indiana State Dept. of Education, Indianapolis.
PUB DATE- 01
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Early Intervention; *Educational Change; Primary Education; *Professional Development; *Program Effectiveness; *Reading Instruction; *Remedial Reading
IDENTIFIERS- *Direct Instruction; Even Start; Four Blocks Approach; Reading Recovery Projects

Educational reforms are advocated based on rationales that emerge from the research literature. However, evaluation studies seldom examine whether the rationales used to argue for a reform actually hold up when empirical evidence is examined after the reform has been implemented. This paper examines survey data from 3 years of analyses of early reading interventions to examine 3 of the rationales that were used to argue for the program. First, there was evidence to support the argument that teachers need time to collaborate about improving educational outcomes. This study found that 2 years of funding for early reading reforms (Reading Recovery, Success for All, Literacy Collaborative, full day kindergarten, First Steps, Even Start, Accelerated Schools Project, and Four Blocks) provided a margin of difference for collaborative efforts among teachers to promote reading related outcomes. Second, the argument that comprehensive reform strategies promote gains in student outcomes was supported, but not all reform models had their intended effects. Finally, there was no evidence from this study that the direct/explicit approach to reading instruction improved student outcomes, although this claim merits more systematic study in the future. (Contains 56 references, 7 notes, and 6 tables of data.) (Author/RS)

Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adolescent Literature; Class Activities; *English Instruction; Learning Activities; *Literature Appreciation; *Novels; Teacher Education; Thematic Approach
IDENTIFIERS- *Appalachian Literature; *Caudill (Rebecca); Quotations; Writing Prompts

This teaching guide is for use with two novels of young adult literature, "A Far-Off Land" (Rebecca Caudill) and "The Trail on Which They Wept" (Dorothy Hoobler). The teaching guide is divided into three sections: Major Themes (8 themes are listed); Interdisciplinary Topics (9 topics are suggested); and Significant Quotations for Writing Prompts and Discussion (14 questions are presented for each novel). (NKA)

ED 458 664 CS 510 679

Kitao, Kenji
World Wide Web Resources for Communication.
PUB DATE- 01
NOTE- 56p.; Appendix B is in Japanese.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Journal Articles (080),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Communication Research; *Communication (Thought Transfer); Higher Education; Information Sources; *Resource Materials; *World Wide Web
IDENTIFIERS- *Professional Literature; Resource Development; *Web Pages

A great many communication scholars and professional organizations have developed Web resources related to their organizations, conferences, publications, classes, and fields of interest. Since communication is such a vast field, there are many publications, including journals and newsletters. This paper focuses on Web pages that the paper's author has developed to help people who are interested in communication find useful resources for their professional development and improve their teaching and research. The paper explains the background of the development of this resource, what it covers, what it can be used for, and how to use it effectively. There are two main pages which have links to the web pages with useful resources related to communication. One has links to resources in English, and the other, to resources in Japanese. The Web page has nine sections: organizations, conferences, journals and newsletters, links to useful information, areas in communication, mailing lists, communication programs, publishers and bookstores, and people. Since this resource is updated only once a year, new links are added on another page, and new items can be seen by clicking "more items." (NKA)

ED 458 665 CS 510 680

Harkin, Joe
Is Communication Free from Domination Possible in English Post-Compulsory Education?
PUB DATE- 96
NOTE- 12p.; Paper presented at the Annual British Educational Research Association Conference (Lancaster University, September 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)

challenges of improving teaching and learning, implementing systemic reform, narrowing achievement gaps, and promoting equity through finance equalization are not issues that lend themselves to quick and tidy solutions. The capacity to deal with these issues must come from governors, chief state school officers, state agencies, legislatures, and state education boards. No single solution will be applicable to all states. The Task Force on State Leadership identifies additional concerns. Archaic statutes, convoluted arrangements for financing education, and state-level territoriality combine with competition among legislatures, state school boards, and permanent bureaucracies to create confusion. Governors, business interests, lobbies, the federal government, and mass media also assert their concerns. The task force describes the primary components of the stare educational policymaking apparatus, outlines some of the challenges and issues confronting those components, and offers guidance for increasing the capacity of states to provide leadership for student learning. (Contains 24 references.) (RKJ)

ED 458 684 EA 031 396

Leadership for Student Learning: Restructuring School District Leadership. School Leadership for the 21st Century Initiative: A Report of the Task Force on School District Leadership.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; UPS Foundation, Inc., Greenwich, CT.; Metropolitan Life Foundation.; Ford Foundation, New York, NY.; Carnegie Corp. of New York, NY.
PUB DATE- 01
NOTE- 40p.; Based on the Task Force meeting in July 2000.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; *Boards of Education; Elementary Secondary Education; *Leadership Responsibility; Public Schools; *School Districts; *School Restructuring; *Superintendents

This report displays the themes and concerns that worried a cross-section of carefully selected educators and leaders in government, business, and civic groups. While failing to agree completely on the nature of the problems or their solutions, Task Force members were in accord on two conclusions: that district leaders must focus on the goal of improving student learning and that the school system must be organized in such a way as to make this its fundamental priority. Many school board members and superintendents say they do not have the training to handle all the new demands being placed on them. It is not surprising that there is a shortage of applicants for superintendent vacancies. Most school district leadership requires organizational leadership, public leadership, and instructional leadership. One model of leadership arrangement is policy governance with strict delineation of the board as policymaker and the superintendent as administrator. Nontraditional leadership patterns feature collaborative relationships where senior staff members share responsibilities that traditionally are handled by one person. Superintendents now may be corporate lawyers, business executives, or military officers. Strategies for district restructuring involve planning for recruitment and succession, creating and maintaining an informed leadership base, building a learning organization, and holding leadership accountable. (Contains 24 references.) (RKJ)

Pacific school teachers and administrators and identify which of these lead to absenteeism, attrition, and stress/burnout. In the Commonwealth of the Northern Mariana Islands, surveys were sent to elementary teachers, secondary teachers, and school administrators of all 14 schools. The first section gathered demographic information, number of absences, and reasons for absences in the 1996-97 school year. The second section used the Maslach Burnout Inventory. The third section required respondents to estimate when they might leave their positions and what reasons they might have. Absenteeism was low and determined not to be a problem. Potential leavers cited stress, students' bad attitudes, disagreements about how to teach, not enough supplies, and too many responsibilities as primary reasons to leave. However, teachers and administrators experienced less burnout than their mainland counterparts. Appended are the RAPSTA Teacher Questionnaire and the RAPSTA School Administrator Questionnaire. (Contains 17 references, 8 tables, and 6 figures.) (RKJ)

ED 458 703   EA 031 417

Buechler, Mark
Updated Catalog of School Reform Models. Program Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 263p.; Part of the School Improvement Program directed by Robert E. Blum. For the First Edition of this catalog, see ED 439 510; for the Addendum to the Catalog, see ED 437 732.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Change; Elementary Secondary Education; Instructional Effectiveness; *Instructional Innovation; *Models; *Program Descriptions; Program Effectiveness; Program Evaluation; School District Reorganization
IDENTIFIERS- *Reform Efforts

The 2001 catalog focuses on updating existing models, reviewing models selected for the first edition, and offering an improved Web site. Sixty-three school-reform models are considered. Thirty-two are entire-school models, 11 are reading or language arts models, 6 are mathematics models, and 4 are science models. Ten other models are not tied to an academic subject. Criteria for selecting models include evidence of effectiveness, extent of replication, implementation assistance provided to schools, and comprehensiveness. Each entry provides the model's origin and scope, general description, results, cost, student populations, special considerations, selected evaluations, sample sites, and contact information. Implementation assistance has separate categories for project capacity, faculty buy-in, initial training, follow-up coaching, networking, and implementation review. A concise summary in table format provides founder, year established, number of schools served, goals, main features, impact on instruction, impact on organization/staffing, impact on schedule, subject-area programs, parental involvement, technology, and materials. The models are not ones "approved" by the Northwest Regional Educational Laboratory, the National Clearinghouse for Comprehensive School Reform, or the U.S. Department of Education for any federally-funded program. The models in this catalog have met certain criteria that suggest they have the potential to help schools improve student performance. Many models not in the catalog have the potential to improve student

Environment; Elementary Secondary Education; Equal Education; Foreign Countries; Poverty; School Closing; Teacher Dismissal
IDENTIFIERS- *Albania

When Albania began its transition to a market economy, its education was geared to meeting the productive needs of a controlled economy and the social and ideological needs of a socialist state. Expanding the economy's long-term productive capacity in a market environment and building a democratic system called for thorough reform of the education system. Rather than embark on comprehensive reform, in the 1990s Albania introduced partial reforms that--together with social unrest and the country's increasing fiscal pressures--worsened education in several ways. For example, resources devoted to education shrank. Education spending fell from over 4 percent of gross domestic product in the early 1990s to 2.8 percent in 1998. The education sector responded to fiscal pressure and low enrollment by reducing the numbers of teachers, classes, and schools. Changes in Albania's economy and education system have made schools less accessible to students in rural areas and from low-income families. Four broad tasks must be tackled to improve education in Albania: increase enrollment rates, improve the quality of education, increase public spending on education, and make better use of teachers and schools. The report ends with a technical appendix, statistical appendix, and list of references. (Contains 18 references.) (RT)

ED 458 724 EA 031 444

Deal, Jennifer J.; Peterson, Karen; Gailor-Loflin, Heidi
Emerging Leaders: An Annotated Bibliography.
PUB DATE- 01
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Annotated Bibliographies; Elementary Secondary Education; Generation Gap; *Leadership; Leadership Styles; Leadership Training; *Management Development
IDENTIFIERS- *Generation X

In an increasingly global, technology-driven marketplace, a key organizational challenge is the development of leaders from the newest generation of managers. Recent and ongoing demographic studies and population research indicate that currently there are too few people in Generation X (born between 1964 and 1978) who can be considered as emerging leaders. Employees no longer expect to stay with the same company for an entire career. They also have a drastically different view of authority than previous generations. This publication provides an introduction to current thinking about and relevant research into developing, working with, and retaining emerging leaders of both Generations X and Y. Its goal is to help organizations understand the leadership-development needs of emerging leaders, what learning styles they tend to use, what challenges they face in defining and shaping their careers, and what leadership challenges lie in working across generations. In the first section, "On Emerging Leaders," main topics are outlined and themes are reflected in the relevant literature. In the second section, annotations are arranged alphabetically by author. Web sites are listed in the third section, and author and title indices are given at the end of the book for access to other material. (RT)

ED 458 725 EA 031 445

Katz, Lynne
Family Functioning: Understanding Families and Helping Them Cope. Grow to 5 Module L.
PUB DATE- 01
NOTE- 121p.; "This series was formerly known as 'MITCH'."
LANGUAGE- English; Spanish
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Coping; *Disabilities; *Early Intervention; Family Environment; Family Needs; Family Problems; *Family (Sociological Unit); Infants; Inservice Teacher Education; Interdisciplinary Approach; Preschool Education; Staff Development; *Stress Variables; Toddlers; Workshops; Young Children
IDENTIFIERS- *Florida

This module is one of 13 in the "Grow to 5" series, which is a revised and updated version of Florida's "Model of Interdisciplinary Training for Children with Handicaps (MITCH)." This 3-hour module focuses on training educators and other service providers in principles of family functioning and coping with stress. The module begins with presentation guidelines including: the goals and objectives of the module, a list of equipment and supplies needed for training, a list of other recommended instructors, a list of other resources that may enhance the presentation, and material needed for any special activities. This section is followed by a training script divided into 3 1-hour blocks, appendixes, and a list of references. Appendices include reproducible forms, reproducible handouts (in English and Spanish), and an optional 6-week follow-up activity (in both English and Spanish). (Contains 24 references.) (DB)

ED 458 744 EC 308 690

Philipsen, Maike, Ed.
Assessing Inclusion: Strategies for Success. Hot Topics Series.
PUB DATE- 00
NOTE- 271p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; *Inclusive Schools; Outcomes of Education; *Program Evaluation; *Program Implementation; Special Education; *Special Needs Students; Student Placement; Teaching Methods

This collection of 16 readings focuses on the implementation and evaluation of efforts to include students with special needs in general education classrooms. The readings are: (1) "From Segregation to Integration: A Brief History of Special Education and Inclusion" (Katie Blenk and Doris Landau Fine); (2) "National Study on Inclusion: Overview and Summary Report"; (3) "Evaluation of Inclusive Education" (Dorothy Kerzner Lipsky and Alan Gartner); (4) "Research on Inclusive Educational Programs, Practices, and Outcomes for Students with Severe Disabilities" (Pam Hunt and Lori Goetz); (5) "Effectiveness of Special Education: Is Placement the Critical Factor?" (Anne M. Hocutt); (6) "An Inclusion Talkback: Critics' Concerns and

PUB DATE- 01
NOTE- 9p.; Paper presented at the Learning Disabilities Summit: Building a Foundation for the Future (Washington, DC, August 27-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classification; *Definitions; *Disability Identification; Elementary Secondary Education; *Learning Disabilities; Research Utilization; Theory Practice Relationship; Validity

This paper reviews research on the classification of students with learning disability (LD). It first examines the evolution of LD definitions and the evidence for three components of LD classification: discrepancy, heterogeneity, and exclusion. It suggests that classification hypotheses involving discrepancy and exclusion have weak validity and often represent inaccurate and outdated assumptions about LD. The paper next reviews some alternative classification hypotheses and argues that inclusionary definitions that specify attributes of different forms of LD are more desirable than exclusionary definitions and that inclusionary definitions permit identification procedures that are treatment oriented and focus on prevention. Finally, the paper discusses some difficult issues in relating policy and practice with research, essential for improved identification and treatment of LD. The paper urges the development of a consensus process to devise a new classification of LD with inclusionary definitions, the possibility of prevention, the use of response to intervention as a major factor in evaluating the disability, and an emphasis on results and outcomes. (DB)

ED 458 763 EC 308 711

Hesmondhalgh, Matthew; Breakey, Christine
Access and Inclusion for Children with Autistic Spectrum Disorders: "Let Me In."
PUB DATE- 01
NOTE- 247p.; Published by Jessica Kingsley Publishers, Ltd. Foreword by Richard Exley.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Autism; Career Education; *Curriculum Design; *Daily Living Skills; Education Work Relationship; Employment; Foreign Countries; *Inclusive Schools; Program Design; *Resource Room Programs; School Business Relationship; Secondary Education; *Work Experience Programs
IDENTIFIERS- *England (Sheffield)

Based on pioneering work at a school in Sheffield, England, this book explores the universal issues of access and inclusion in employment and education for children and young people with Autism Spectrum Disorders (ASD). It describes the challenges educators faced in establishing and running an integrated resource room for children with ASD within a mainstream secondary school. The 24 pupils in the program participated in the regular school curriculum, but also learned a wide range of additional life skills. These included road safety, work-place development. Chapter 7 offers practical considerations for parents and teachers organized into those that help at school, getting ready for school, and at home. The final chapter looks at various activity programs including touching and support, perceptual-motor programs, expressive movement activities, activities for kinesthetic/body awareness, and activities to help planning and problem solving. Five appendices provide a sample observation record, activities to build specific skills, and useful addresses. (Contains 58 references.) (DB)

ED 458 782 EF 005 349

Nicklas, Michael H.; Bailey, Gary B.
Analysis of the Performance of Students in Daylit Schools.
PUB DATE- 96
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Comparative Analysis; Educational Research; Elementary Education; Elementary Schools; *Lighting; Middle Schools; Public Schools; *School Effectiveness; *Student School Relationship
IDENTIFIERS- North Carolina

This analysis investigates the relationship between the availability of daylight in classroom and performance of elementary and middle school students in three daylit schools designed by Innovative Design for Johnston County Schools in North Carolina. Results show that students attending daylit schools outperformed students attending artificially lighted schools by 5 to 14 percent. The study asserts that recently built, non-daylit schools did not guarantee better performance. The study showed further that performance was significantly and negatively impacted by placing students in temporary, mobile classroom units; e.g., students temporarily placed in mobile classrooms had their average scores on the California Achievement Test drop by 17 percent. (GR)

ED 458 783 EF 005 636

Rules for School Construction Projects.
PUB DATE- 00
NOTE- 21p.; Prepared by the School Support Systems Team of the Maine Department of Education.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Capital Outlay (for Fixed Assets); *Documentation; Elementary Secondary Education; *Guidelines; Public Schools; *School Construction; *State Aid; *State School District Relationship
IDENTIFIERS- Maine

This document defines the conditions under which the State of Maine will subsidize school building construction projects. The document identifies several stages of approval that must be secured, including site approval, concept approval, local voter approval, and funding approval. A flow chart identifies how the project will proceed and the various organizations that will have primary importance during each stage. This is followed by descriptions of these organizations and their specific responsibilities. The report also specifies general submission guidelines and deadlines, and it details the rating system to be used in evaluating each school construction process under a major capital improvement program. The document also contains science, and sociology. The book is divided into nine chapters with the following titles: "Introduction: The Politics of Language, National Identity, and Cultural Pluralism in the United States"; "Historical Background of Language Protection and Restriction"; "Immigrant Exclusion and Language Restriction in the Twentieth Century"; "Language Rights and the Legal Status of English-Only Laws"; "Attitudes toward Language, National Identity, and Cultural Pluralism"; "Language and Identity Politics in Canada"; "Identity and Social Incorporation in Multilingual Switzerland"; "The Politics of Language in the Late Twentieth Century"; and "Conclusion: The Future of Language Politics in the United States." A Notes section, bibliography, and subject index are included. (Contains 421 references.) (KFT)

ED 458 806 FL 026 956

Wong, Chun K.
What We Know after a Decade of Hong Kong Extensive Reading Scheme.
PUB DATE- 01
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cantonese; Elementary Secondary Education; *English (Second Language); Foreign Countries; Language Planning; Language Proficiency; *Literacy; Mandarin Chinese; National Programs; *Reading Instruction; Reading Material Selection; Reading Materials; Reading Writing Relationship; Second Language Instruction; Second Language Learning
IDENTIFIERS- *Hong Kong; Piaget (Jean)

If literacy is defined as the ability to read and write, in the context of Hong Kong, literacy is more commonly known as language proficiency. The introduction of the Hong Kong Extensive Reading Scheme in English (HKERS) in 1991 aimed to motivate the students to read and thus enhance their English proficiency. Yet, as of 2001, after a decade since its introduction, motivating students to read more English is still a daunting job. The attitude towards English reading among the students of Hong Kong remains negative, and the motivation to read stays at the same low level. Concern about declining English proficiency among the students is still widespread. If biliteracy (mastered written Chinese and English) and trilingualism (speak fluent Cantonese, Putonghua, and English) are the ultimate aims of Hong Kong is education policy on language proficiency, then that policy is a long way from realizing its goals. This paper attempts to look into the reasons why the English proficiency level has not changed much since the introduction of the HKERS and suggest what can be done further to make HKERS work best for the students of Hong Kong. It is suggested that general reading skills be strengthened, a favorable environment for reading be created, labeling be eliminated, the connection between reading and writing be more effectively understood, and a wide selection of authentic and relevant reading materials be made available. (Contains 17 references.) (KFT)

ED 458 807 FL 026 957

Duke, Karen; Mabbott, Ann
An Alternative Model for Novice-Level Elementary ESL Education.
PUB DATE- 01
NOTE- 28p.; Paper presented at the Annual Meeting of Teachers of English to Speakers of Other Languages (St. Louis, MO, March 1-

all the children in the class that the hesitant, usually quiet Spanish speakers can actually speak quite fluidly in their native language is held to be tremendously important for all involved in the classroom. Language minority speakers get to be in the role of "expert" for part of the time. Every child has the opportunity to witness their peers' struggle to speak one language or the other. (Contains 10 references.) (KFT)

ED 458 826 FL 026 983

Hagino, Shoko
A Study of Children's Early Oral Production in the Target Language in Japanese Immersion Classrooms.
PUB DATE- 01
NOTE- 31p.; Paper presented at the Applied Linguistics Association of Australia (ALAA) Conference (July 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communicative Competence (Languages); Elementary Education; Foreign Countries; Grammar; *Immersion Programs; *Japanese; *Oral Language; Pronunciation; Science Instruction; Second Language Instruction; Second Language Learning; Syntax; Tables (Data)
IDENTIFIERS- Australia

In Australian two-way immersion programs approximately 20-40% of instruction takes place in the target language. While much has been written about such programs targeting French and German, little has been written about Japanese immersion programs. The aim of this research is to provide a better understanding of children's second language development in partial immersion programs in the Australian context. The following questions are addressed in this study: What is the nature of young children's discourse in immersion classes? and When, for what purposes, and what types of second language (L2) utterances do young children produce in immersion classrooms? Naturalistic data were collected from science classes from lower grade levels. Young children's L2 utterances are first examined quantitatively and are further analyzed qualitatively in relation to interaction with their teachers and peers. Twenty-four children, ages five through seven participated in this study. It is found that most of the children's utterances were formulaic expressions or one- or two-word statements. (Contains 21 references.) (KFT)

ED 458 827 FL 801 465

Sample, Barbara
Identifying Skills and Personal Qualities. Scans Plans Portfolio.
SPONS. AGENCY- Office of Refugee Resettlement (DHHS), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Education; Class Activities; Classroom Techniques; Employment Interviews; *English (Second Language); Immigrants; Lesson Plans; Second Language Instruction; Second Language Learning

This paper is designed to build interpersonal, basic, and thinking skills so that students will become better able to at public and private four-year colleges and universities by an institution-wide task force examining the first-year experience or the broader campus experience. The blueprint can also be used to aid in an overall process of campus self-study or assessment. The questions a task force might ask are divided into sections on: (1) "Academics"; (2) "Support for Unique Student Subpopulations"; (3) "Campus Administration, Organization, Policies, and Climate"; (4) "Campus Processes, Procedures, and Activities"; and (5) "Student Life and Campus Services." Contact information is provided for institutions and organizations that can be useful in the evaluation process. (SLD)

ED 458 851 HE 034 500

Long, J. Scott, Ed.
From Scarcity to Visibility: Gender Differences in the Careers of Doctoral Scientists and Engineers.
SPONS. AGENCY- Andrew W. Mellon Foundation, New York, NY.; National Institutes of Health (DHHS), Bethesda, MD.
PUB DATE- 01
NOTE- 334p.; Produced by the Panel for the Study of Gender Differences in the Career Outcomes of Science and Engineering Ph.D.s and the Committee on Women in Science and Engineering.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010), Numerical/Quantitative Data (110), Reports - Research/Technical (143)
DESCRIPTORS- *Careers; *Doctoral Degrees; Employment Patterns; Engineering; *Engineers; *Females; Higher Education; National Surveys; Sciences; *Scientists; *Sex Differences

This study documents the changes that have occurred in the representation of women in science and engineering and the characteristics of women scientists and engineers. Data from two National Science Foundation databases, the Survey of Earned Doctorates for New Ph.D.s and the Survey of Doctoral Recipients for the science & engineering doctoral workforce, bring together information about the educational background and demographic characteristics of 3 decades of new Ph.D.s and then examines their careers. From 1970 to 1995, there were significant advances in the entry of women into science and engineering. In the 5 broad fields considered, there were 350% more women among new Ph.D.s in 1995 than in 1973. However, women are not close to being equally represented in all science and engineering fields. In 1995, women represented 50% of Ph.D.s in the biological sciences, but only 12% of Ph.D.s in engineering. Differences remain in the ways men and women finance their education. The share of women in the science and engineering labor force has grown, but differences remain in the distribution of male and female scientists and engineers. Information is also provided about academic careers for male and female scientists and engineers. Overall, male doctoral scientists and engineers had about a 20% salary advantage over women, and this difference persisted between 1973 and 1995. Appendix A lists the Carnegie classifications of institutions of higher education, and Appendix B contains data tables. (Contains 116 figures, 30 tables, and 185 references.) (SLD)

ED 458 852 HE 034 501

Performance Accountability Report, 2001: Maryland Public Colleges and Universities. Volumes 1 and 2.
PUB DATE- 01
NOTE- 497p.; For Volume I of 2000, see ED 446 696. Some tables

attention was paid to the following topics: (1) national legislation on education for indigenous people; (2) institutions involved in adult education for indigenous peoples; (3) national and indigenous programs for adult education; and (4) current projects in adult education (bilingualism and interculturality, language issues, and gender issues). The study revealed a huge gap between the indigenous educational rights in Brazil's legislation and the educational rights actually enjoyed by Brazil's indigenous people. Not all Brazilian indigenous people want schooling in their own languages. The following priorities in the area of improving the adult education opportunities available to Brazil's indigenous peoples have been identified: (1) policies reinforcing specific training and making anthropological knowledge widely known among governmental agencies' staff responsible for monitoring and sanctioning indigenous school programs; (2) guarantees of indigenous parity and efficient representation in organizations in charge of defining and implementing education projects; and (3) adequate funding for indigenous education. (MN)

ED 458 366 CE 082 167

Richardson, Cathy; Blanchet-Cohen, Natasha
Adult Education and Indigenous Peoples in Canada. International Survey on Adult Education for Indigenous Peoples. Country Study: Canada.
PUB DATE- 00
NOTE- 88p.; For other country studies, see CE 082 166-170. Research supported by the Government of Norway and DANIDA. Produced by Unit for Children's Rights and First Nations Partnership Program.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; *Adult Education; Adult Learning; Adult Programs; Adult Students; *Canada Natives; Case Studies; Change Strategies; Colleges; Conventional Instruction; Cultural Differences; Culturally Relevant Education; Delivery Systems; Developed Nations; Educational Administration; Educational Attainment; Educational History; Educational Legislation; Educational Needs; Educational Objectives; *Educational Policy; *Educational Practices; Educational Trends; Equal Education; Federal Legislation; Foreign Countries; Government School Relationship; Inclusive Schools; Indigenous Populations; Language Minorities; Language of Instruction; Models; National Organizations;
IDENTIFIERS- *Canada; First Nations; International Survey Adult Educ Indigenous Peoples; International Surveys; Marginalized Groups

Adult education for indigenous peoples in Canada was examined. First, information on government institutions, indigenous organizations, international agencies, and nongovernmental organizations engaged in adult education for Canada's indigenous peoples was compiled. Next, questionnaires and survey techniques were used to research the policy and practice of adult education for Canada's indigenous peoples. Special attention was paid to the following topics: (1) Canada's demographic and cultural characteristics; (2) postsecondary education for Canada's aboriginal peoples in the past and present; and (3) issues and challenges for postsecondary education for Canada's aboriginal peoples (access; completion rates; Indian control of Indian education; and relevance). The study established that, in the past 30 years, postsecondary grouped in a modular approach. The overview of the nurse assistant occupation describes general duties, some specific tasks, employment opportunities, length of program, type of program (classroom instruction and/or work experience), and types of certificates and/or degrees. Competencies are grouped under broader skills that are, in turn, categorized under these 14 major topics: nurse assistant orientation; physiology and anatomy; emergency care; infection control and resident/client safe practices; legal and ethical responsibilities; communication skills; basic personal care; vital signs; nurse-related procedures; death and dying; care of elderly resident/client; care of resident/client with special needs; restorative duties; and home health care. (YLB)

ED 458 382 CE 082 494

Practical Nursing. FasTrak Specialization Integrated Technical and Academic Competency (ITAC). Revised.
PUB DATE- 01
NOTE- 16p.; For other FasTrak ITACs, see CE 082 485-493 and CE 082 496.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Allied Health Occupations Education; Communication Skills; Competence; *Competency Based Education; Computer Oriented Programs; Degrees (Academic); Educational Certificates; First Aid; Graduation Requirements; *Integrated Curriculum; *Job Skills; Labor Force Development; Medical Services; Nutrition; Postsecondary Education; *Practical Nursing; Secondary Education; *State Programs; Statewide Planning
IDENTIFIERS- *Ohio

This document contains an introduction to the Ohio Integrated Technical and Academic Competency (ITAC) and Specialization ITAC; an overview of the field of practical nursing; a list acknowledging professionals who helped develop the competency list; and the comprehensive list of the professional or occupational competencies deemed essential for graduates to be able to perform proficiently when they graduate from an Ohio specialization workforce development program for practical nursing. The introduction explains the following: (1) critical academic, employability, and information technology skills have been integrated throughout the list to support the technical skills; (2) the competency profile can be used as the basis for curriculum development in Ohio's secondary, adult, and postsecondary programs; and (3) the specialization competency profile is organized so that it can be clustered or grouped in a modular approach. The overview of the occupation describes general duties, some specific tasks, employment opportunities, length of program, type of program (classroom instruction and/or work experience), and types of certificates and/or degrees. The competencies are grouped under broader skills that are, in turn, categorized under these 20 major topics: practical nursing orientation; professional practices; workplace safety; infection control and risk management; medical terminology; first aid and medical emergencies; vital signs; nutrition; basic pharmacology; nursing process; nursing communication skills; nursing clinical procedures; anatomy, physiology, and pathology; health law and ethics; psychology of stress; psychology of human relations; professionalism;

PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; Data Collection; *Disabilities; Education Work Relationship; Employment Programs; *Employment Services; Federal Programs; Federal State Relationship; Government Role; *Job Training; Management Systems; Performance; Program Administration; Program Effectiveness; Program Evaluation; Program Improvement; State Programs; *Veterans; Veterans Education
IDENTIFIERS- *One Stop Centers; *Veterans Employment and Training Service

A study reviewed the efficiency and effectiveness of the Department of Labor's (DOL's) Veterans' Employment and Training Service's (VETS's) administration of the Disabled Veterans' Outreach Program (DVOP) and Local Veterans' Employment Representative (LVER) program. While veterans received priority employment services at one-stop centers, VETS did not collect appropriate data for determining the effectiveness of these services, including subsequent job retention and wages. VETS's oversight of the DVOP and LVER grants was inadequate. The agency did not have a comprehensive system in place to manage state performance in serving veterans. VETS did not communicate a consistent message to states on expected performance, nor did it have meaningful incentives to encourage states to perform well. VETS's monitoring of the DVOP and LVER grants was excessive and had little effect on service. The DVOP and LVER programs did not always operate well within the one-stop center environment because states did not have the flexibility to design their services for veterans in a way that best met the needs of employers and veterans. VETS had not adequately adapted to the one-stop center environment. Matters for congressional consideration and recommendations for executive action were identified. (Scope and methodology and comments from the Department of Labor are appended.) (YLB)

ED 458 400 CE 082 548

Lowrie, Tom
Policy Innovations in the VET Sector: The Role of Instructors in a Competency-Based Environment.
PUB DATE- 99
NOTE- 12p.; Paper presented at the Joint Australian Association for Research in Education/New Zealand Association for Research in Education Conference (Melbourne, Australia, November 29-December 2, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adoption (Ideas); Adult Education; Case Studies; *Competency Based Education; Developed Nations; Educational Environment; Foreign Countries; Government Role; *Instructional Innovation; Job Training; National Surveys; Postsecondary Education; Secondary Education; Staff Development; Teacher Competencies; *Teacher Role; Teaching Methods; *Theory Practice Relationship; *Vocational Education
IDENTIFIERS- *Australia

A 12-month research project evaluated the effects that competency-based approaches have had on the role of instructors in the vocational education and training (VET) sector in Australia. Specifically, the project investigated the levels of understanding of competency based-training (CBT) by instructors in the VET sector in a variety of settings across a range of locations and described the way in which instructors have adapted their practice to accommodate CBT and how new practices

Reardon, Robert C.; Vernick, Stacie H.; Reed, Corey A.
A Holland Perspective on the U.S. Workforce from 1960-1990. Technical Report.
PUB DATE- 01
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Career Choice; Career Counseling; Career Guidance; Comparative Analysis; Counseling Services; Data Analysis; Demand Occupations; Emerging Occupations; *Employment Level; Employment Opportunities; *Employment Patterns; Employment Qualifications; Income; Influences; *Labor Market; Literature Reviews; *Personality Traits; Postsecondary Education; Predictive Validity; Public Policy; Research Needs; *Salary Wage Differentials; Secondary Education; *Sex Differences; Social Science Research; Trend Analysis
IDENTIFIERS- Bureau of the Census; *Holland Occupational Classification System

Civilian employment data collected by the U.S. Census Bureau in 1960-1990 were analyzed with respect to the following factors: (1) the six kinds of work considered in the Holland occupational classification system (realistic, investigative, artistic, social, enterprising, and conventional); (2) occupation; (3) employment; (4) gender; (5) occupational level; and (6) income. The analysis revealed stability in the census data for the occupational constructs for Holland's six kinds of work in 1960-1990. Jobs fitting Holland's descriptor "realistic" accounted for 46%-50% of all occupations over the 40-year period. Employment trends did not support claims of a major shift in employment across Holland's six types of work. Marked differences in employment between men and women were found in all six areas. Between 79% and 85% of men were employed in the realistic and enterprising areas, and only 15%-21% were employed in the four other areas. Women were employed in more varied kinds of work. The income discrepancy across the six areas was very large, with the average investigative income being more than double the average conventional income. It was recommended that career guidance programs in the schools use census information to show the relationships between kinds of work, cognitive skill development, gender, and financial income. (Contains 33 references.) (MN)

ED 458 418   CE 082 590

Afenyadu, Dela; King, Kenneth; McGrath, Simon; Oketch, Henry; Rogerson, Christian; Visser, Kobus
Learning To Compete: Education, Training & Enterprise in Ghana, Kenya & South Africa. Education Research.
PUB DATE- 01
NOTE- 114p.; Research presented to the Education Department, Department for International Development by the Centre of African Studies, University of Edinburgh.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Standards; Case Studies; Comparative Analysis; Comparative Education; Competition; Curriculum; Developing Nations; *Economic Development; *Education Work Relationship; Educational Needs; *Educational Policy; Educational Research; Elementary Secondary Education; Employment Qualifications; Empowerment; Entrepreneurship;

IDENTIFIERS- Estonia; *Europe (East Central); Hungary; Latvia; Poland; Romania; Russia; Ukraine

This report brings together a number of principles as to best practice in supporting, through training, growth of small and medium-sized enterprises (SMEs) in Central and Eastern Europe. Chapter 2 identifies key principles to be drawn from the West through a literature review. Chapter 3 reviews the "practice" of entrepreneurial training in Central and Eastern Europe and identifies and reviews principles that can be drawn from practices such as the establishment of Small Business Centers and other initiatives to support growth and development of SMEs and of entrepreneurship. Chapter 4's nine case studies provide an encouraging scenario as they demonstrate that many principles set out earlier, drawn from experience elsewhere, can be successfully embedded in programs in the transition economy context. The case studies involve Estonia, Latvia, Hungary, Romania, Ukraine, Poland, and Russian Federation. Each case discusses identifying customer needs, reaching the customer, program, training approach, content, location, evaluation, monitoring, followup, and future. Chapter 5 is a comparative analysis of growth training programs from supplier, buyer, and customer perspective. Chapter 6 makes recommendations for future support and development. Appendixes include methodology and questionnaire on SME entrepreneurship training. (Contains 45 references.) (YLB)

ED 458 433 CE 082 620

Innovative Practices in Vocational Education and Training Standards in the Mashreq Region. Conference Report (Cairo, Egypt, April 7-9, 2001) .

PUB DATE- 01

NOTE- 44p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Adult Education; Case Studies; Competency Based Education; Developing Nations; Economic Factors; Educational Development; Educational Innovation; Foreign Countries; International Cooperation; International Educational Exchange; Job Training; *Labor Market; *Labor Needs; Models; Postsecondary Education; *Regional Cooperation; Relevance (Education); Secondary Education; *Standard Setting; Standards; Teacher Education; *Vocational Education

IDENTIFIERS- Egypt; Jordan; Lebanon; *Mediterranean Region; Stakeholders; Syria

This report presents findings from a Cairo conference on vocational education and training (VET) standards. It focuses on four European Training Foundation documents. Chapter 1 introduces an international model for development of standards and explains how to identify employment requirements based on labor market analysis and a questionnaire (and its analysis) on the current status of VET standards development in the Mashreq (Eastern Mediterranean) region. Chapter 2 provides a summary of questionnaire results that present current practice in VET and standards in the region. Chapter 3 groups conference themes under these three topics: developing and implementing VET standards; involving stakeholders; and linking VET standards to the labor market. Chapter 4 provides a summary of national case studies from Mashreq countries. Chapter 5 presents results from working groups discussions on weaknesses in VET standards development; key themes related to the increasing relevance of

ED 458 449 CE 082 638

Centeno, Luis Gomes; Sarmento, Ana Leonor
The Financing of Vocational Education and Training in Portugal. Financing Portrait. CEDEFOP Panorama Series.
PUB DATE- 01
NOTE- 93p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Apprenticeships; *Articulation (Education); Continuing Education; Coordination; Delivery Systems; Economic Climate; Educational Environment; *Educational Finance; Educational Legislation; Educational Needs; Educational Objectives; Educational Policy; Educational Supply; *Educational Trends; Federal Legislation; *Financial Support; Foreign Countries; Futures (of Society); High Schools; International Cooperation; Job Training; Labor Market; Needs Assessment; Political Influences; Postsecondary Education; *Public Policy; School Business Relationship; Secondary Education; Social Isolation; Tables (Data); Trend Analysis; Unemployment; *Vocational Education; Vocational Schools
IDENTIFIERS- European Social Fund; European Union; *Portugal

The financing of vocational education and training (VET) in Portugal was examined. The examination focused on the following topics: (1) the economic, political, legal, and administrative contexts of funding; (2) the funding framework for VET in Portugal; (3) initial vocational training (IVT); (4) continuing vocational training (CVT); and (5) vocational training to address unemployment and social exclusion (UVT). In 1996, funds for IVT, CVT, UVT, and other VET-related activities accounted for 51.0%, 29.8%, 12.7%, and 6.5% of funds spent on VET, respectively. In 1998, funds for IVT, CVT, UVT, and other VET-related activities accounted for 42.0%, 31.0%, 22.3%, and 4.7% of funds spent on VET, respectively. Financing of VET activities in Portugal was strongly dependent on European Social Fund support. The following actions were deemed critical to improving VET in Portugal: (1) increase all VET activities; (2) provide more coherence between the training structure within the educational system, labor market training, and other VET programs; (3) work to increase the private contribution to VET funding, but be mindful of the danger that a large number of enterprises could then reduce their training activities; and (4) encourage a good-quality and flexible system of private sector VET providers. (Fifty-two tables/figures are included. A table summarizing pertinent legal provisions is appended.) (MN)

ED 458 450 CE 082 675

Cotton, Paul
Vocational Education and Training in Belgium. Brief Description. CEDEFOP Panorama Series.
PUB DATE- 01
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Access to Education; Adult Programs; Career Counseling; Continuing Education; Corporate Education; Counseling Services; *Delivery Systems; Education Work Relationship; *Educational Finance; Educational Objectives; *Educational Principles; *Educational Quality; Educational Supply; *Educational Trends; Elementary Secondary Education;

environments that include caring adults; safe streets; decent shelter; adequate nutrition; access to health care and education; and advocacy on their behalf against the toxic influences of society. Far too many children are being referred to special education and mislabeled and medicated. Policy and practices need to be in place that address the real needs of children without doing them unintended harm. This implies avoiding fads and extremes and insuring that research findings are tested in actual classroom settings for validity and replication prior to dissemination. Educators and mental health professionals need to collaborate to provide the science, standards, advocacy, and voice necessary to shape public policy and effective practice for the education and well-being of America's children. (Author)

ED 458 472 CG 031 338

Owens, Shane Gregory; Roth, David; Schmelkin, Liora P.
Alcohol Use among University Students: Incidence, Reasons, and Effects.
PUB DATE- 01
NOTE- 10p.; Paper presented at the Annual Meeting of the American Psychological Association (109th, San Francisco, CA, August 24-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affective Behavior; *Alcohol Abuse; Anxiety; College Students; *Drinking; Higher Education; *Peer Relationship; Socialization; Student Behavior; Student Surveys
IDENTIFIERS- *Binge Drinking

In the recent past, research on binge drinking has focused on the incidence and reasons for drinking among college students. Students at a mid-sized suburban university answered questions regarding their alcohol consumption, their reasons for drinking, and the negative experiences that they had as a result of drinking. The results of this survey indicate that the surveyed students demonstrate the same pattern of binge drinking found in similar studies. Binge drinkers cite reasons for drinking related to socialization and anxiety more often than do non-binge drinkers. Binge drinkers also experience negative personal, physiological, and social effects of consuming alcohol more frequently than drinkers who do not binge. (Author)

ED 458 473 CG 031 340

Liu, William M.
Poverty and Depression among Men: The Social Class Worldview Model and Counseling Implications.
PUB DATE- 01
NOTE- 13p.; Paper presented at the Annual Meeting of the American Psychological Association (109th, San Francisco, CA, August 24-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Causal Models; Clinical Diagnosis; *Counseling; Counselor Role; *Depression (Psychology); Economic Factors; Employment; *Males; Models; *Poverty; *Social Class; *Social Theories

This paper outlines a theory for understanding social class in many countries as a means to collect accounts of torture, murder, and abduction committed against an identified enemy. Their aim is to write an historical record of the abuses of the past through the testimony of the survivor-victims. The fear and isolation that people have experienced is often replaced by restorative justice through the dealings of these commissions. With restorative justice the victims, rather than the state, are the focus of the healing. The problem remains of being able to offer a context to survivors for processing the trauma sufficiently and to have the words to describe what has occurred. (Contains 20 references.) (JDM)

ED 458 495 CG 031 370

Mousavi, Mahnaz Nowroozi; Rogers, James R.
Child Abuse and Depression in Iranian Students: An Empirical Investigation.
PUB DATE- 01
NOTE- 10p.; Paper presented at the Annual Conference of the American Psychological Association (109th, San Francisco, CA, August 24-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Abuse; Child Neglect; Depression (Psychology); Family Relationship; *Family Violence; Foreign Countries; High School Students; High Schools; Political Influences; Rating Scales; Sexual Abuse
IDENTIFIERS- *Iran (Tehran)

Child abuse and neglect (CA&N), as a social and psychological phenomenon, represents a major area of concern internationally. This study examined the prevalence and self-reported effects of CA&N in Iran through a descriptive investigation of high school students' experiences. A sample consisting of 2,240 high school students representing 5 geographical areas of Tehran completed the Child Abuse and Neglect Questionnaire and the short form of the Beck Depression Inventory. Preliminary analyses indicated that 24% of the sample was subjected to some form of physical abuse, while 34% reported past physical abuse experiences. Overall, 43% of the participants reported they had been battered at least once in their lives. The high rate of physical abuse was followed by emotional abuse (23%), neglect (15.5%), and sexual abuse (4.7%) in the sample. The results suggest that child abuse may be a significant social problem in Iran, but one that is not openly acknowledged as a function of the sociopolitical climate. (Author/JDM)

ED 458 496 CG 031 373

Maynard, Elizabeth A.; Gorsuch, Richard L.
Prejudice or Preference? Attitudes of Gay and Lesbian Christians.
PUB DATE- 01
NOTE- 20p.; Paper presented at the Annual Meeting of the American Psychological Association (109th, San Francisco, CA, August 24-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Measures; Beliefs; *Christianity; Homophobia; *Homosexuality; *Interpersonal Relationship; Intimacy; Social Discrimination
IDENTIFIERS- *Church Attendance

DESCRIPTORS- *Classroom Techniques; *Curriculum Evaluation; Curriculum Research; Epistemology; High Schools; *Literacy; *Theory Practice Relationship
IDENTIFIERS- Meaning Construction; Multidisciplinary Education; Reflection Process

Challenging the education community to reconsider what counts as valued in literacy and literacy education research, this book examines the intersection of literacy, curriculum, and classroom practice in the context of the final years of formal schooling. The book's underlying position is that literacy can no longer be simply defined as comprising the ability to read and write at a functional level. Chapters in the book consist of the Introduction: (1) "A Multi-Theoretical and Multi-Disciplinary Approach to Literacy Education and Curriculum Research" (Joy Cumming and Claire Wyatt-Smith). Under the Examining Literacies as Situated Practices section are: (2) "Framing Literacy Demands" (Ian Reid); (3) "'You've Just Got To Learn How To See': Curriculum Subjects, Young People and Schooled Engagement with the World" (Gunther Kress); (4) "What Counts as Literacy: An Interactional, Ethnographic Perspective" (Teresa Crawford; Maria Lucia Castanheira; Carol N. Dixon; Judith L. Green). Under the Curriculum Control section are: (5) "Language Matters in English Lessons" (Linda Gerot); (6) "Literacy and Literate Subjects in a Health and Physical Education Class: A Post-Structuralist Analysis" (Bronwyn Davies); (7) "Literacy and Learning in Senior Schooling: The Legal Studies Classroom as an Instructive Case" (Brian Cambourne); (8) "The Literacy Demands of the Curriculum in the Post-Compulsory Years: What Are They? What Should They Be?" (Peter Winograd). Under the Epistemology section are: (9) "Pedagogic Discourse in the Post-Compulsory Years: Pedagogic Subject Positioning" (Frances Christie); (10) "Supporting Knowledge Construction in Science" (Janice Wilson); (11) "Examining How Evaluative Talk Functions in Instructional Sequences" (Claire Wyatt-Smith). Under the Switching Literacy Demands section are: (12) "Some Comments on What Is Read and Written" (John Elkins); (13) "Literacy Demands of the Curriculum in the Post-Compulsory Years" (Brian Street); (14) "Avoiding the Traps: Literacy Demands as Cognitive Demands" (Joy Cumming); (15) "Multimedia Literacy Demands of the Scientific Curriculum" (Jay Lemke). Under the Reflections section is: (16) "A Critical Commentary" (Indiana Study Group). (Contains approximately 225 references.) (NKA)

ED 458 518 CS 014 396

Barr, Catherine, Ed.
Reading in Series TM : A Selection Guide to Books for Children.
PUB DATE- 99
NOTE- 600p.; Published by R.R. Bowker, A unit of Cahners Business Information.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Childrens Literature; Elementary Education; *Reading Material Selection; *Recreational Reading
IDENTIFIERS- *Series Books; *Trade Books

The great and growing number of series and sequels guarantees that children can find books to meet their interests and developmental needs from an early age. And a great number of series books are targeted to upper elementary and middle school children. This guide is designed to be an essential tool to aid young readers to find new books in the series they love and your child," and "Make a special place in your home where your child can read and write." It then describes developmental stages for children under 2 years of age and offers targeted techniques to use with children under 2. It does the same for toddlers 2-3 years old, for preschoolers 3-4 years old, and for kindergartners 5-6 years old. (NKA)

ED 458 539 CS 014 505

Leyendo con tu hijo: Consejos practicos para los padres... (Reading with Your Child: Practical Advice for Parents...).
PUB DATE- 01
NOTE- 6p.; For a related English version, see CS 014 504.
LANGUAGE- Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Early Childhood Education; *Parent Participation; *Reading Aloud to Others; *Reading Motivation; *Recreational Reading; *Young Children
IDENTIFIERS- Behavior Modeling; Family Activities; *Reading Behavior

This brochure (in Spanish) offers some practical tips for Spanish-speaking parents who wish to read to their young children. The brochure first provides general tips, such as "Lea a su hijo en voz alto por lo menos unos 15 minutos todos los dias" (Read to your child aloud for at least 15 minutes daily), and "Estabeleza una rotina y un lugar para leer con su hijo diariamente" (Establish a routine and a place to read to your child every day). The brochure then describes some developmental activities that children under age 2 years engage in and offers specific tips for reading with and to children under age 2. It does the same for toddlers 2-3 years old, for preschoolers 3-4 years old, and for kindergartners 5-6 years old. (NKA)

ED 458 540 CS 014 506

Casey, Jean M.
A Path to Literacy: Empowering Students in Your Classroom.
PUB DATE- 01
NOTE- 14p.; Paper presented at the Annual Meeting of the California State Reading Association (35th, Ontario, CA, November 8, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Research; Classroom Techniques; *Computer Assisted Instruction; Literacy; Primary Education; *Program Evaluation; Qualitative Research; *Reading Skills; Student Empowerment; *Student Participation; *Writing Skills
IDENTIFIERS- California (South); Learning Environment; *Technology Integration

The Simi Star Project, a collaborative grant among six southern California school districts (Simi Valley, Ventura, Oxnard, Santa Barbara, Orcutt, and Point Hueneme) and IBM, tested the effectiveness of computers in the classroom and the effects of integrating technology into the curriculum. Six networked computers were placed in kindergarten and first grade classrooms to test integration of technology and to measure the effect on the students' reading and writing development. A

ED 458 560 CS 014 530

Wren, Sebastian
Phonics Rules. Topics in Early Reading Coherence.
PUB DATE- 01
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Beginning Reading; *English Instruction; Phonemes; *Phonics; Primary Education; Pronunciation; *Reading Instruction; *Written Language
IDENTIFIERS- Logographic Writing; *Orthography; Rule Learning; Southwest Educational Development Laboratory

Some writing systems, like the traditional Chinese writing system, represent a whole word with a single symbol--writing systems like these are called logographies. To learn to read in a logography, students must memorize the whole symbol for each new word they learn to read. Learning to read a logography is a lifetime endeavor. Other writing systems represent word parts with symbols rather than representing whole words with symbols, such as Cherokee, where there are only about 65 unique syllables. Most languages of the world, however, like English, Spanish, German, etc., contain considerably more than 65 unique syllables, and the syllables do not follow a regular vowel-consonant pattern. In these languages, it is more efficient to use a symbol to represent the phoneme, and to assemble written words at the phonemic level. English, which has thousands of unique syllables, only contains between 39 and 47 phonemes. In Spanish, there is nearly perfect one-to-one correspondence between the letters and the phonemes. Spanish words sound the way they are spelled--this is what linguists call a "shallow orthography." English, however, does not have one-to-one correspondence between letters and phonemes, and is an example of a "deep orthography." A problem facing teachers is whether they should teach the rules of English pronunciation to children learning to read, given that there are exceptions to every rule. Children need to be taught that there is some consistency between the letters and the sounds, but that it is somewhat limited. Arguably the greatest weakness of phonics instruction is its dependence on explicit instruction of "feeble and abstract" rules. (NKA)

ED 458 561 CS 014 531

Bomer, Randy; Bomer, Katherine
For a Better World: Reading and Writing for Social Action.
PUB DATE- 01
NOTE- 208p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Critical Reading; Curriculum Development; *Educational Innovation; Elementary Secondary Education; *Language Arts; *Social Action; *Writing Workshops
IDENTIFIERS- *Critical Literacy; Critical Pedagogy; Personal Writing; *Reading Workshops; Social Justice

This book presents a new vision of curriculum--one that invites students to read with important social ideas in mind and write with the purpose of making the world a better place. Developed over years of classroom experience with diverse children, the essential writing skills, including: description; comparison and contrast; cause and effect; dialogue; anecdotes; and vignettes. (Contains 21 references.) (NKA)

ED 458 581 CS 217 673

Tan, Shaun
Picture Books: Who Are They For?
PUB DATE- 01
NOTE- 10p.; Paper presented at the Joint National Conference of the Australian Association for the Teaching of English and the Australian Literacy Educators' Association (Hobart, Tasmania, Australia, July 12-15 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audience Awareness; *Authors; Childrens Literature; *Creative Writing; Imagination; *Picture Books; *Reader Response
IDENTIFIERS- *Illustrators; Personal Involvement; Response to Literature

One of the questions an author/illustrator of picture books is often asked is: "Who do you write and illustrate for?" This paper asserts that the most successful creations are those produced without too much concern for how they will be received, or by whom. They do not set out to appeal to a predefined audience, they build one for themselves. The paper argues that although picture books are synonymous with children's literature, there is no reason why a 32-page illustrated story cannot have equal appeal for teenagers or adults as for children. Next, what older and younger readers might have in common is addressed. "The Lost Thing" is one work that is a good example of a picture book that manages to work on a number of levels by appealing to the readers' critical imaginations, regardless of whether they are children or adults. It is both simple and complex--depending upon how the reader chooses to understand it, not unlike life in general. In asking questions of the book, the reader is inevitably asking questions about his/her own experience in seeking individual closure. The lost creature is provocative rather than explanatory; readers cannot help but ask questions and consider what kind of metaphor it is. Returning to the question, "Who do you write and illustrate for?"--paper concludes that the ultimate answer is: anyone who reads and looks. At the end of the day, any work of art that finds its own audience, inviting them to make what they will of this or that idea. (NKA)

ED 458 582 CS 217 674

Tan, Shaun
Originality and Creativity.
PUB DATE- 01
NOTE- 9p.; Paper presented at the Joint National Conference of the Australian Association for the Teaching of English and the Australian Literacy Educators' Association (Hobart, Tasmania, Australia, July 12-15 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Authors; Childrens Literature; *Creative Expression; *Creativity; *Picture Books; *Reader Response;

structure courses and curricula, and that composition studies, with its inherent cross-disciplinarity and its unique function in students' academic lives, can play a key role in giving sustainability a central place in students' thinking and in the curriculum as a whole. Presenting his own classroom, the book's educator/author draws on student writing to articulate a pedagogy that gives students opportunities to think and write in three zones of inquiry: place, work, and future. This approach allows the educator/author to create a variegated course wherein students write neighborhood portraits, critique their work experiences, reflect on their majors, investigate alternative theories of education, compose oral histories, construct narratives about their futures, and design their own assignments--all from the perspective of sustainability. In the book these writings are juxtaposed, as is a neighborhood portrait, with observations from writers in architecture, ecological economics, future studies, planning, sociology, sustainable business, and urban studies. Appendixes include environmental statistics, and a detailed description of the author/educator's composition course, with assignments ready to use or adapt. (Contains chapter notes and extensive works cited.) (NKA)

ED 458 602 CS 217 722

Rocklin, Joanne
Inside the Mind of a Child: Selecting Literature Appropriate to the Developmental Age of Children.
PUB DATE- 01
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adolescent Literature; *Childrens Literature; *Developmental Stages; *Developmentally Appropriate Practices; Elementary Education; Individual Development; Literary Genres; Picture Books; *Reading Material Selection; Young Children
IDENTIFIERS- *Trade Books

Important reasons exist for differences among the various genres in children's literature, related to the emotional and intellectual development of the reader. The themes presented in good children's fiction are always the same ones, no matter what the age: the need for love, the importance of close attachments, the fear of abandonment and separation, the need for self acceptance, to name a few. It is important to have an informed sense of which books generally appeal to kids at a certain age and why they do every time a parent or friend sets out to buy, read, or create a book for children. This paper considers what kind of books enhances the development of the individual child from infancy to adolescence. The paper discusses what to look for: in choosing books for infants, in choosing picture books for children ages 3 and up, in choosing books for beginning readers, in choosing transition books (for ages 7 through 9), in choosing books for middle grade readers (about Grades 3 through 7), and finally, in choosing young adult fiction. (Contains 24 references.) (NKA)

ED 458 603 CS 217 723

Braithwaite, John
Does It Matter What I Think? An Exploration of Teachers'

reading and achievement of children in the first four years of schooling. Reading Recovery and Resource Teachers of Reading provide literacy intervention, and funds have been allocated to a pool to which schools can apply to establish programs to support at-risk learners. (NKA)

ED 458 622 CS 217 748

Rozema, Robert
"Heart of Darkness" Webquest: Using Technology To Teach Literary Criticism.
PUB DATE- 01
NOTE- 29p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (91st, Baltimore, MD, November 15-20, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Activity Units; *English Instruction; Feminist Criticism; High Schools; *Inquiry; Instructional Effectiveness; *Internet; Learning Activities; *Literary Criticism; Student Research
IDENTIFIERS- *Heart of Darkness; *WebQuest

This paper shows how literary criticism can enrich the high school English classroom. Specifically, the paper focuses on how an Internet teaching tool called the WebQuest helped one educator's students learn about literary criticism and apply it to "Heart of Darkness" by Joseph Conrad. The WebQuest homepage defines a WebQuest as "an inquiry-oriented activity in which most or all of the information used by learners is drawn from the Web." With its emphasis on individual inquiry and analysis, WebQuest seemed a good tool to teach literary criticism. The WebQuest materials in the paper include an introduction, a task, the process, and a resources list. The "Journey to Meaning" section provides research assignments (with instructions) for the students. (NKA)

ED 458 623 CS 217 749

Ediger, Marlow
Reading and Writing Connections in the Language Arts.
PUB DATE- 01
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classroom Techniques; Elementary Secondary Education; *Language Arts; Novels; Poetry; *Reading Processes; *Reading Writing Relationship; *Writing Processes
IDENTIFIERS- Writing Contexts

Reading and writing are interrelated. What has been read provides material for writing. This paper focuses on reading endeavors that provide subject matter for writing. The paper first recommends reading poetry to the class and states that the teacher should have ready for use an anthology of children's literature. Children can write poems for holidays and for other subjects, such as science, math, art, music, and physical education. The paper also recommends students becoming proficient in writing letters, both business and friendly letters. Writing play parts for dramatic endeavors can be challenging as well as interesting for students. Novels need to

ED 458 642 CS 510 655

Manset-Williamson, Genevieve; St. John, Edward; Worthington, Kimberly
Using the Basic Academic Skills Samples (BASS) To Evaluate the Impact of Early Literacy Intervention Programs. Policy Research Report.
SPONS. AGENCY- Indiana State Dept. of Education, Indianapolis.
PUB DATE- 01
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Basic Skills; *Early Intervention; *Evaluation Methods; *High Risk Students; Pilot Projects; Primary Education; Reading Research; *Student Evaluation; Test Use; Tests

In recent years there has been an increased interest in developing the basic reading and writing skills of primary students at risk for academic failure. Problems associated with typical evaluations of programmatic impact on students' literacy skills include the amount of testing time, sensitivity to smaller levels of growth, or, as in the case of the ISTEP , the Indiana state-wide accountability program, the short time interval between the program intervention and the subsequent ISTEP testing. This report describes the use of the Basic Academic Skills Sample (BASS) in the evaluation of two literacy intervention programs. A total of 618 students in 2 Indiana elementary schools participated in this first year of a pilot study. Results suggest that the BASS provides useful information about progress associated with early literacy interventions both for students as a whole and in comparing trends for students of differing ability levels. (Contains 7 tables and 21 figures of data.) (Author/RS)

ED 458 643 CS 510 656

Littledyke, Michael
Drama and Primary Science.
PUB DATE- 01
NOTE- 13p.; Paper presented at the Annual Meeting of the British Educational Research Association (Leeds, England, September 13-15, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; *Drama; Elementary Education; *Environmental Education; Foreign Countries; *Health Education; *Instructional Effectiveness; *Science Instruction; Urban Education
IDENTIFIERS- England

A study examined primary children's learning in science in the areas of health and the environment through the use of drama activities. Parallel classes of children followed a similar half-term program of classroom science activities with their class teachers. The research took place in an urban school of approximately 300 pupils of mixed ability and background. Schemes of work for "minibeasts" in Year 3 and "our bodies" in Year 5 were developed to enhance health and environmental understanding through drama in one of the parallel classes in each year group. The children's attitudes and understanding were assessed before, during, and after the teaching program

DESCRIPTORS- Communication Research; *Communication (Thought Transfer); Compulsory Education; *Scholarship; Teacher Education
IDENTIFIERS- Communication Patterns; *Habermas (Jurgen)

This paper gives a brief overview of Jurgen Habermas's concept of communicative action, followed by an overview of an empirical study of patterns of communication between teachers and students in English post-compulsory education. The paper sketches the ideas of Habermas about the possibility of human interaction that is free from domination. It argues that communication free from domination is both possible and desirable. The paper then draws some implications for the training of teachers. (Contains 20 references.) (NKA)

ED 458 666 CS 510 682

Weiss, Robert O.
Sustaining Speaking across the Curriculum Programs.
PUB DATE- 98
NOTE- 13p.; Paper presented at the Annual Meeting of the National Communication Association (84th, New York, NY, November 19-24, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication (Thought Transfer); *Educational Environment; Higher Education; *Program Attitudes; *Program Development
IDENTIFIERS- Alverno College WI; Central College KS; City University of New York Manhattan Comm Coll; Clarkson University NY; DePauw University IN; Hamline University MN; Ithaca College NY; Oral Communication Across the Curriculum; Pima Community College AZ; *Program Discontinuation; Radford University VA; Saint Mary of the Woods College IN; *Speaking Across the Curriculum

In 1988 a paper described "Start-Up Strategies for Speaking and Listening across Disciplines," with special reference to eight institutions which at that time had relatively freshly-minted programs in speaking across the curriculum (Weiss). Eight strategies for starting such programs were delineated and remain viable today, but the shelf-life of speaking across the curriculum programs has turned out to be rather short since at least half of those described in 1988 are no longer in operation. What happens to these programs that diminishes them and in many cases interferes with their being sustained? The eight institutions which implemented programs were Clarkson University, Ithaca College, Pima Community College. St. Mary-of-the-Woods College, Central College, Hamline University, DePauw University, and Alverno College. This paper discusses each of these programs and their trajectories, along with three other programs originating during the same era, those of the Borough of Manhattan Community College, Bismarck State College, and Radford University. Although every one of the programs examined has had some productive and positive aspects, the paper's concern is with the hazards they faced in sustaining themselves. It points to financial exigencies, leader dependence, insufficient institutionalization, and academic ideologies as some of the problems leading to the discontinuation of these programs. (Contains 10 references.) (NKA)

ED 458 667 CS 510 683

ED 458 685 EA 031 397

Leadership for Student Learning: Reinventing the Principalship. School Leadership for the 21st Century Initiative: A Report of the Task Force on the Principalship.

SPONS. AGENCY- Ford Foundation, New York, NY.; Carnegie Corp. of New York, NY.; UPS Foundation, Inc., Greenwich, CT.; Metropolitan Life Foundation.; Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 00

NOTE- 32p.; Based on the Task Force meeting in April 2000.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Academic Achievement; *Administrator Attitudes; *Administrator Education; *Administrator Effectiveness; *Administrator Qualifications; Educational Administration; Elementary Secondary Education; Occupational Information; *Principals; Public Schools

State and local education systems must abandon the century-old model of the principal as a middle manager directly responsible for every aspect of school operations and performance. Intense job stress, excessive time requirements, difficulty satisfying parents and community, social problems that make it difficult to focus on instructional issues, and low pay do not have to be the norm. Instead, new arrangements of managing building operations must be tried, such as through outsourcing and team leadership strategies. New models of the principalship must revolve around leadership for learning. Principals should be given the tools and freedom to do their job well, and rewards for high-grade performance. Effective strategies for ensuring quality and results should be explored, chiefly through unprecedented efforts in principal assessment, accountability, and data collection. Only by addressing these issues can public education systems ensure that principals have the instructional, community, and visionary leadership necessary to achieve significant improvements in student learning. There is a need for data, information, and research. Resources for support, technical assistance, and guidance for state and local efforts are also necessary. Recruitment, race and gender gaps, principal-preparation programs, professional standards, and retirement systems that do not cross state lines are problems that must be addressed. (Contains 12 references.) (RKJ)

ED 458 686 EA 031 399

Symes, Colin, Ed.; Meadmore, Daphne, Ed.

The Extra-Ordinary School: Parergonality & Pedagogy. Counterpoints: Studies in the Postmodern Theory of Education.

PUB DATE- 99

NOTE- 212p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010),Collected Works - General (020)

DESCRIPTORS- Classroom Environment; *Educational Environment; Educational Theories; Elementary Secondary Education; *Hidden Curriculum; *Instruction; *School Culture; School Organization; School Role

This text examines various features in the school culture and argues that the "extraordinary" represents an important dimension in the way a school is maintained and managed. It discusses various aspects of culture such as vestibules, speech performance. The use of the catalog to limit the choice of models by schools is discouraged. (RKJ)

ED 458 704 EA 031 418

Haenn, Joseph F.
The Effectiveness of Summer School in Getting Students To Function on Grade Level in Gateway Grades.
PUB DATE- 01
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Assessment; *Educational Strategies; Elementary Education; *Instructional Effectiveness; *Student Evaluation; *Summer Schools
IDENTIFIERS- *Durham City School District NC

Students in Durham, North Carolina, who do not perform on grade level in grades 3, 5, and 8 must attend an 18-day summer school. End-of-grade tests in reading and math, given twice, and teacher ratings of achievement level determine who must attend. An end-of-grade test given when the summer session concludes decides whether the student is promoted, unless the student has limited English proficiency, is overage for his peer group, or is promoted at the discretion of a Student Assessment Panel. A study examined 1,300 students eligible for summer school, attempting to identify the characteristics of students who are and are not successful at the end of summer school based on their participation, previous performance level, number of performance requirements, and ethnicity. The goal was to determine which students benefited from such short-term remediation. White students were more likely to be successful than African-American students; those needing to pass both reading and math had 1 chance in 10 of being successful. Those needing only to pass the math test had a much greater chance of promotion than those who had to pass only the reading test. Large numbers of students went from the lowest achievement level to work on grade level in less than 6 weeks. (RKJ)

ED 458 705 EA 031 419

Johnson, Wynette; Thomas, Linda; Tintera, Ping-Jung
Issues Concerning Public School Dropouts in South Texas.
PUB DATE- 00
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Dropout Rate; *Dropout Research; *Dropouts; High Schools; *Public Schools; *Student Attrition
IDENTIFIERS- *Texas

The identification of dropouts and dropout rates, the characteristics of students who drop out, and their reasons for leaving high school are not easily determined. A study examined the perceptions of school district personnel regarding the annual dropout rate and the longitudinal dropout rate in the 38 districts of Regions 1 and 2 of Texas. It attempted to determine what procedures are used to identify student dropouts, how personnel perceive the accuracy of the annual

Goldberg, Mark
Lessons from Exceptional School Leaders.
PUB DATE- 01
NOTE- 147p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Economic Factors; Elementary Secondary Education; *Leadership; Leadership Styles; Leadership Training; Poverty; Racial Bias; Racial Discrimination; Social Discrimination; Staff Development

Leadership is situational and cannot be predicted or necessarily taught. This book is the distillation of ideas and practices derived from interviews with some of education's top leaders. Chapter 1, "Forming Beliefs," makes the point that teachers and administrators must carefully learn about excellence and then find the elements of excellence that most attract them. Chapter 2, "Staff Development," goes to the heart of how a school renews itself. Chapter 3, "Broadening Leadership," argues that a program or method will fail as soon as primary/influential leaders leave the school, find themselves unable to withstand the inevitable criticism, or are unable to pique the interest of others in becoming involved. Chapter 4, "Situational Mastery," explains why there is no template for leadership and how to go about developing skills and fitting them to specific needs in an environment. Chapter 5, "Discrimination, Racism, and Poverty," looks at how the "have" and "have-not" gap adversely affects education and economic well-being. Chapter 6, "Four Final Questions," tries to answer a few common and important questions that arise about school leadership. Each chapter provides specific recommendations and examples germane to its topic. An appendix lists selected educational organizations and journals. (Contains 27 references.) (RT)

ED 458 726 EC 308 653

Project CATALIST (Collaborative Accommodations Training Accenting Local Instructional Strategies and Technology.) Grant Performance Report for Continuation Funding, Fiscal Year 1997. Postsecondary Education Programs for Individuals with Disabilities.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 319p.; Grant reporting period 3/1/96-2/28-97. Some text is cropped or may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Accommodations (Disabilities); *Agency Cooperation; *Assistive Devices (for Disabled); College Faculty; College Students; *Community Colleges; *Disabilities; Higher Education; *Inservice Teacher Education; Professional Development; Program Design; Program Evaluation

This collection of materials from Project CATALIST (Collaborative Accommodations Training Accenting Local Instructional Strategies and Technology) contains the grant performance report for continuation funding of fiscal year 1997 and final reports from the different partners of the project. The project was a three-year collaborative effort of the Virginia

Advocates' Responses"; (7) "A Study of Four Schools: Moving toward Inclusion of Special Education Students in General Education" (Lorna Idol and Julia Griffith); (8) "Integrating Andy" (Nancy Keller); (9) "Strategies for Inclusion: An Annotated Bibliography" (Alexandria Rekkas); (10) "Teaching to Inclusion: How Do You Do It?" (Katie Blenk and Doris Landau Fine); (11) "Building an Inclusive High School Community" (John Emerson and M. Lewis Putnam); (12) "Inclusive Instruction: Some Basic Principles" (Joyce S. Choate); (13) "Individuals with Mild Disabilities: Implementing Sound Practices" (Sandra Alper, Patrick Schloss, Susan Etscheidt, and Christine MacFarlane); (14) "Individuals with Severe Disabilities: Inclusion Practices That Work" (Sandra Alper et al.); (15) "Ten Steps in Developing and Implementing Inclusive Practices" (Carol A. Kochhar, Lynda L. West, and Juliana M. Taymans); and (16) "On the Scene: Classroom-Tested Guidance Activities for Promoting Inclusion" (Mary Alice Bruce, Richard A. Shade, and Ace Cossairt). (Individual articles contain references.) (DB)

ED 458 745 EC 308 691

Change in Identification, FAPE, Placement, or Dismissal from Special Education. Technical Assistance Paper.
PUB DATE- 01
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Decision Making; *Disabilities; Disability Identification; Elementary Secondary Education; *Eligibility; Graduation; Program Termination; *Special Education; *State Standards; *Student Placement; Student Rights
IDENTIFIERS- *Florida

This technical assistance paper is intended to provide updated guidance for Florida educators of students with disabilities concerning changes in identification, free appropriate public education (FAPE), placement, or dismissal from special education. Following an introductory section presenting the background, purpose, and relevant terms, the paper is in a question-and-answer format. Questions address topics such as: requirements before changing a student's disability category; when prereferral activities are and are not required; what constitutes a change in FAPE or placement; graduation as a change in FAPE; the individualized education program and graduation; required procedures for adding a related service if a student is currently receiving special education services; procedures for discontinuing a related service for such a student; requirements for determining that a student no longer needs special education services; formal evaluation requirements prior to dismissing a student from special education; determination of dismissal criteria; standards for dismissal from special education; readmission into the special education program; and continued provision of accommodations to a student dismissed from special education. (DB)

ED 458 746 EC 308 692

Elliot, Stephen N.; Braden, Jeffery P.; White, Jennifer L.
Assessing One and All: Educational Accountability for Students with Disabilities.
PUB DATE- 01

skills, and using public transport, as well as expressing feelings, making choices, and learning from experiences. One innovative area of work in the program is the work placement scheme, which has given pupils the opportunity to work with local companies, including a supermarket and an insurance firm. In addition, the program has established a partnership with a college to enable students to gain further support after they leave school. These projects have demonstrated the encouraging possibilities in employment and the wider world for young people with ASD. This book makes useful, practical suggestions for access and inclusion, showing how those with ASD can participate fully in the world of work and the community. (Contains 14 references.) (CR)

ED 458 764 EC 308 712

Freeman, Joan
Gifted Children Grown Up.
PUB DATE- 01
NOTE- 248p.; Published by David Fulton Publishers Ltd.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Research/Technical (143)
DESCRIPTORS- *Ability Identification; Child Development; Cognitive Development; *Educational Experience; Educational Philosophy; Educational Practices; Elementary Secondary Education; Foreign Countries; *Gifted; Longitudinal Studies; *Self Concept; *Talent Development
IDENTIFIERS- Great Britain

This book describes the outcomes of a longitudinal study of 210 British children that compared the recognized and the unrecognized gifted with their classmates. It describes what has happened to them and their families as they have grown up in very different circumstances, in poverty or wealth, through many types of schooling and life opportunities. The book debunks many myths about the development of the gifted and provides insights into their special situations. Suggestions are made for much needed changes in care and education of the gifted, not only for their own fulfillment and happiness, but also for the future of society. The "Sports Approach" to gifted education is recommended, in which students can opt for extra education courses in the same way as those who are talented and motivated can select themselves for extracurricular sports. In the Sports Approach, identification of the gifted is process-based and continuous and includes multiple criteria. These provide indicators for each course of action and provision, present the pupil's abilities as a profile rather than as a single fixture, employ sharper criteria at subsequent learning stages, recognize attitudes affected by outside influences, and involve students in educational decision-making. (Contains 62 references.) (CR)

ED 458 765 EC 308 713

Stacey, Julie
The Effects of Combined Content Enhancements on the Performance of Students with Learning Disabilities.
PUB DATE- 01
NOTE- 133p.; Master of Science Thesis, Utah State University.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

the educational specifications and space allocations information required from each local unit by the state's department of education. Other sections discuss site size regulations; the required school site approval documentation; financial record keeping requirements; regulations regarding school construction project bonding; surplus project fund handling and contingency usage approval; and definitions of moveable equipment. (GR)

ED 458 784 EF 005 764

Nicklas, Michael; Bailey, Gary
Energy Performance of Daylit Schools in North Carolina.
PUB DATE- 96
NOTE- 8p.; Prepared by Innovative Design, Inc.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; *Educational Facilities Design; Elementary Secondary Education; *Energy Management; *Light; Public Schools
IDENTIFIERS- *Cost Containment; *North Carolina

This study analyzes the energy performance and cost of daylit schools designed by Innovative Design in Johnston County, North Carolina. The analysis compares the first-year energy performances of the Clayton and Selma Middle Schools and the K-5 Four Oaks School with similar but non-daylit schools in Johnston County. The study analyses the characteristics of th daylit Clayton and Selma middle schools and comparisons to non-daylit schools, the cost of daylighting, dollar savings from daylighting, and Btu consumption. The study concludes that daylighting, even excluding all of the productivity and health benefits, makes sense from a financial investment standpoint. Daylit schools achieved energy cost reductions of between 22 percent to 64 percent over typical schools. Additionally, in North Carolina, a 125,000 square foot middle school that incorporates a well-integrated daylighting scheme is likely to save $40,000 per year compared to other schools not using daylighting. (GR)

ED 458 785 EF 005 971

Mead, Sara
School Construction. Policy Report.
PUB DATE- 01
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Secondary Education; *Finance Reform; *Financial Support; *Political Issues; Public Schools; *School Construction

This paper discusses the policy and political issues surrounding school construction, and it illustrates how infrastructure banks would work to address this challenge. The paper explores the problems of overcrowding and crumbling schools, details the struggle many communities and states have in expanding their efforts to solve these problems, and reviews the policy and political issues within the current school construction debate. The paper argues for the establishment of state or regional school construction infrastructure banks to help capitalize and leverage state and local resources and ensure customization and flexibility for the variety of schools that exist. The paper

4, 2001). In: "MinneTESOL/WITESOL Journal," Vol. 17, 2000, 11-30.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bilingual Education Programs; Curriculum Development; Elementary Education; *English (Second Language); Instructional Design; Instructional Development; Instructional Innovation; Questionnaires; Second Language Instruction; Second Language Learning
IDENTIFIERS- Saint Paul PUblic Schools MN

School professionals are often dissatisfied with the current model of English-as-a-Second-Language (ESL) elementary education. The typical 30-45 minute pull-out session often frustrates ESL teachers because of the amount of time is inadequate. This causes frustration among the mainstream teachers because of the class time the ESL learners miss. Teachers involved in inclusion models sometimes feel their expertise is not being utilized, and believe that ESL students need some time away from their native, English-speaking peers to be comfortable practicing their own language skills. Teachers of self-contained ESL classes often believe that their students have too little academic and social interaction with the rest of the school. This paper presents an alternative model of delivery instruction for novice speakers of English, which piloted in one St. Paul, Minnesota elementary school in 1999, the TESOL Inclusion Program. After reviewing current models of instruction and their historical context, the paper explains why one school decided to try an alternative model that addressed the scheduling, social, and academic issues that are often problems for traditional models. The new model is presented in some detail and the resulting benefits to the students and teachers explained. Two appendices are also included: sample daily schedule for and ESL teacher and an educational essistant in the proposed new model (the TESOL Inclusion program), and "The TESOL Inclusions Program" (TIP) Teacher Survey. (Contains 18 references.) (KFT)

ED 458 808 FL 026 958

Bertolo, Stefano, Ed.
Language Acquisition and Learnability.
PUB DATE- 01
NOTE- 255p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Diachronic Linguistics; Grammar; *Language Acquisition; Language Processing; *Linguistic Theory; *Linguistics; Psycholinguistics; Structural Analysis (Linguistics); Syntax

This book is an accessible introduction to learnability theory and its interactions with linguistic theories. Working within the principles and parameters framework, the book surveys general concepts from formal learning theory and complexity theory, together with important findings from developmental psycholinguistics, historical linguistics, and language processing. The book examines techniques that can be used to obtain interesting and empirically testable predictions from parametric theories of language variation and includes chapters on syntax, diachronic syntax, and the relationship between linguistic complexity and the form of parameters. Exercises to test readers on their understanding are also included. The book answer basic questions about themselves (such as name, job title, job skills, personal qualities) in response to basic and general questions likely to be encountered in the course of seeking employment. Students are configured in small groups or pairs and given pictures of occupations, skills, and tools. Students learn to explain in English what their job skills are, what they can do, and why they should be hired. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (KFT)

ED 458 828 FL 801 466

Sample, Barbara J.
WorkStyles: Pre-Employment for the Low Level English Speaker.
SPONS. AGENCY- Office of Refugee Resettlement (DHHS), Washington, DC.
PUB DATE- 98
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Education; Class Activities; Classroom Techniques; Employment Interviews; *English (Second Language); Immigrants; Limited English Speaking; Second Language Instruction; Second Language Learning

The WorkStyles program is described in some detail. The program is designed specifically for limited English speakers to address barriers to learning and employment grounded in a lack of confidence in the use of English. In order to develop these skills for low level learners, the training is divided into various segments including the following: "Active Listening"; "Completing Applications"; "Identifying Skills and Positive Qualities"; and "Doing Well in Interviews." Students in these programs have lost a lot of control over their lives and the option to communicate in their own language. This program, by helping them to communicate more effectively in the U.S., gives them back some of that control. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (KFT)

ED 458 829 FL 801 467

Sample, Barbara
Completing Interviews. Scans Plans Portfolio.
SPONS. AGENCY- Office of Refugee Resettlement (DHHS), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Education; Class Activities; Classroom Techniques; Employment Interviews; *English (Second Language); Immigrants; Limited English Speaking; Second Language Instruction; Second Language Learning

In this unit, students will learn to introduce themselves appropriately for a job interview; answer questions about their experience, background, personal qualities, and general suitability for the job; and take part in a simulated video interview. The lesson builds up to the actual interview slowly by proceeding step-by-step through the introduction and closing activities, practicing stating skills and personal strengths, and practicing answering and asking questions. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (KFT)

may not reproduce well.
LANGUAGE- English
EDRS Price- MF02/PC20 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Accountability; Annual Reports; Higher Education; *Performance Factors; *Private Colleges; Profiles; *State Universities; Tables (Data)
IDENTIFIERS- *Maryland

Maryland's 1988 Higher Education Reorganization Act established an accountability process that requires the governing boards of public colleges and universities to submit annual performance accountability reports to the Maryland Higher Education Commission. In 2001, the Commission approved major changes in the accountability process and established different reporting requirements for two-year and four-year institutions. Volume 1 of the accountability report, contains: (1) an overview of the history and major features of the accountability process; (2) the assessment of the Commission regarding the outcome of the year's accountability effort by the public campuses; (3) an examination of cost containment activities at the public campuses; and (4) one-page profiles for each public college and university containing a short campus profile and data and benchmarks on key indicators. Volume 2 provides institutional performance accountability reports from community colleges, comprehensive/liberal arts colleges and universities, and research universities; indicators and definitions; guidelines for benchmarks; and accountability report format. Overall, the report concludes that the accountability reports of the community colleges were superior and the reports of the four-year institutions were satisfactory, although they varied in quality and completeness. Both types of institutions appeared to be making progress toward their objectives. (SLD)

ED 458 853 HE 034 502

Lundberg, Carol
The Effects of Time-Limitations and Peer Relationships on Adult Student Learning: A Causal Model.
PUB DATE- 01
NOTE- 16p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (26th, Richmond, VA, November 15-18, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Adult Students; Age Differences; Causal Models; Higher Education; Learning; *Peer Relationship; *Social Integration; *Time Factors (Learning); Time Management

Using data from 4,644 undergraduates, this study tested a causal model identifying effects of social integration, age, and time limiting characteristics on adult student learning. Time limiting characteristics included such constraints as off-campus responsibilities and relationships. Educationally related peer relationships were the strongest predictors of gains for all students. Time-limitations hindered learning for younger students, but not for students aged 30 and older. (Contains 1 figure, 3 tables, and 28 references.) (Author/SLD)

ED 458 854 HE 034 503

Strauss, Linda C.; Volkwein, J. Fredericks education for Canada's aboriginal peoples has progressed significantly. The add-on, partnership, and First Nations control approaches to administering aboriginal adult education in Canada have each proved beneficial; however, supporting postsecondary education for Canada's aboriginal peoples has also involved providing targeted support services in mainstream institutions. (The bibliography lists 135 references and 21 Web sites. Information about the following types of aboriginal adult education programs in Canada is appended: (1) full-fledged aboriginal colleges and educational institutions; (2) programs based on the enclave model; (3) aboriginal learning centers; and (4) nonprofit educational institutions.) (MN)

ED 458 367 CE 082 168

Lund, Svein
Adult Education and Indigenous Peoples in Norway. International Survey on Adult Education for Indigenous Peoples. Country Study: Norway.
PUB DATE- 00
NOTE- 103p.; For other country studies, see CE 082 166-170. Research supported by the Government of Norway and DANIDA.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Acculturation; *Adult Education; Adult Learning; Adult Students; Colleges; Computers; Cultural Differences; Culturally Relevant Education; Delivery Systems; Dropouts; Educational Administration; Educational Attainment; *Educational Environment; Educational History; Educational Needs; Educational Opportunities; Educational Planning; *Educational Policy; *Educational Trends; Equal Education; Foreign Countries; Government School Relationship; Inclusive Schools; *Indigenous Populations; Language Minorities; Language of Instruction; Needs Assessment; Postsecondary Education; Professional Associations; Program Administration; Public Policy; Rural Areas; Secondary Education; Sel Finland;
IDENTIFIERS- Finland; Folk High Schools; International Survey Adult Educ Indigenous Peoples; International Surveys; *Lapps; Marginalized Groups; *Norway; Sweden

Adult education for indigenous peoples in Norway was examined. First, information on government institutions, indigenous organizations, international agencies, and nongovernmental organizations engaged in adult education for Norway's indigenous peoples was compiled. Next, questionnaires and survey techniques were used to research the policy and practice of adult education for the Sami people in northern Norway, Sweden, Finland, and Russia's Kola Peninsula. Special attention was paid to the following topics: (1) Samis and Sami education; (2) principles and organization of adult education; (3) adult education for Samis in all-Sami organizations, Norway, Sweden, and Finland; (4) needs and target groups of adult education (language, culture, vocational education, computer technology, higher education, gender and education, short-time educated people, and people involved in reindeer husbandry); and (5) organizing and responsibility. The study established that, because of a longstanding policy of assimilation, Norway's adult Sami population has not received an education built on its own language and culture. Although the assimilation policy is now officially abolished, its effects will likely remain for a long time. Adult education specifically designed and organized for Samis is acutely needed, according to the researchers. (The bibliography contains 65 references and 32 teamwork in the health care setting; daily work functions; and basic computer applications. (YLB)

ED 458 383 CE 082 496

Visual Communications Art. FasTrak Specialization Integrated Technical and Academic Competency (ITAC). Revised.
PUB DATE- 01
NOTE- 12p.; For other FasTrak ITACs, see CE 082 485-494.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Art Education; *Commercial Art; Competence; *Competency Based Education; Computer Oriented Programs; Degrees (Academic); Educational Certificates; Graduation Requirements; *Integrated Curriculum; *Job Skills; Labor Force Development; Postsecondary Education; Secondary Education; State Programs; Statewide Planning; *Technology Education; Visual Arts
IDENTIFIERS- *Ohio; Web Page Design

This document contains an introduction to the Ohio Integrated Technical and Academic Competency (ITAC) and Specialization ITAC; an overview of the visual communications art profession; a list acknowledging professionals who helped develop the competency list; and the comprehensive list of the professional or occupational competencies deemed essential for graduates to be able to perform proficiently when they graduate from an Ohio specialization workforce development program in visual communications art. The introduction explains the following: (1) critical academic, employability, and information technology skills have been integrated throughout the list to support the technical skills; (2) the competency profile can be used as the basis for curriculum development in Ohio's secondary, adult, and postsecondary programs; and (3) the specialization competency profile is organized so that it can be clustered or grouped in a modular approach. The overview of the field describes general duties, some specific tasks, employment opportunities, length of program, type of program (classroom instruction and/or work experience), and types of certificates and/or degrees. The competencies are grouped under broader skills that are, in turn, categorized under these 14 major topics: orientation to the visual communications art profession; safety procedures; basic studio skills; basic drawing skills; design; web page design; business functions; hand lettering; photography; digital media design/basic computers; interactive multimedia production; layouts; production; and self-marketing. (YLB)

ED 458 384 CE 082 519

Campbell, Sarah vL.; Malick, Amy; Landesman, John; Barrett, Molly Holme; Leighninger, Matt; McCoy, Martha L.; Scully, Patrick L.
Organizing Community-Wide Dialogue for Action and Change: A Step-by-Step Guide.
PUB DATE- 01
NOTE- 162p.; For the companion piece, "A Guide for Training Study Circle Facilitators," see ED 426 272.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

have evolved. A range of techniques, including a nationwide survey, six case studies, and two focus groups, were used to gather data. Findings indicated the level of understanding of CBT was consistent across the VET sector, although there were differences in the way in which technical and further education (TAFE) and non-TAFE providers worked in such a training environment. Some differences were dependent on the instructor's field of study and the extent to which CBT was considered appropriate to that field. As a result, two models for staff development in the VET sector were developed to take into account the diverse nature of providers and individuals within the sector. The models considered the provider and institutional contexts and needs of individuals attempting to engage in innovations introduced by government in the VET sector. (Contains 17 references.) (Author/YLB)

ED 458 401   CE 082 549

Kim, Anne
Transitional Jobs: A Bridge into the Workforce for Hard-To-Employ Welfare Recipients. Policy Brief.
PUB DATE- 01
NOTE- 12p.; Online version dated March 2001.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Career Development; Demonstration Programs; Education Work Relationship; Employment Opportunities; Employment Practices; Employment Problems; Employment Programs; Entry Workers; Job Performance; *Job Placement; Models; Occupational Mobility; Performance Factors; Position Papers; Private Sector; Program Development; *Program Effectiveness; Public Sector; *Supported Employment; Tax Credits; Transitional Programs; Trend Analysis; *Welfare Recipients; Work Experience
IDENTIFIERS- Earned Income Tax Credit; *Transitional Employment; *Welfare to Work Programs; Workfare

Evidence from the past 4 years confirms that private sector jobs are the best and first resort for welfare recipients seeking to enter the workforce and that the private sector can well absorb the entry of these new workers. The model of wage-based transitional employment may be a more effective means of helping hard-to-employ welfare recipients make the transition from welfare to work than large-scale workfare programs are. Programs providing wage-based transitional employment allow participants to take advantage of the Earned Income Tax Credit to supplement their earnings, and they instill the expectations of the working world in participants. Wage-based programs typically supplement job placements with training, education, or counseling to assist participants in overcoming obstacles to employment, and they also benefit employers and communities. The most successful wage-based transitional jobs programs incorporate the following elements: (1) generous work supports and postprogram transitional services; (2) flexible, performance-based administration under a public/private model; and (3) safeguards against displacement of existing workers. The following programs are examples of successful wage-based transitional jobs programs: EarnFair (New York); the Transitional Work Corporation (Philadelphia); Community Jobs (Washington State); the Industrial Exchange (Tulsa, Oklahoma); the Community Service Employment Program (Vermont); and Jobs Plus (Oregon). (11 references) (MN)

Foreign Countries; Interdisciplinary Approach; Job Skills; Job Training; Macroeconomics; Microeconomics; *Organizational Development; Outcomes of Education; Policy Formation; Postsecondary Education; Public Policy; *School Business Relationship; Self Employment; Small Businesses; Strategic Planning; Training Methods; Transfer of Training

IDENTIFIERS- *Africa; Ghana; Global Economy; International Surveys; Kenya; *Learning Organizations; South Africa; United Kingdom

A multinational, multidisciplinary team examined the impact of globalization on education, training, and small and medium sized enterprise development in Ghana, Kenya, and South Africa. The study focused on the following issues: developing a learner-led competitiveness approach; building learning enterprises; education for microenterprises and macroeconomic growth; and training for self-employment and competitiveness. The study documented the importance of learning-led competitiveness and identified obstacles to development of learning enterprises in all three countries. The following are among the 12 recommendations offered to national governments and international agencies with development concerns: (1) insert learning-led competitiveness into development debates; (2) understand the implications of globalization better; (3) address the range of barriers to development of learning enterprises; (4) consider interenterprise linkages and the role of learning therein; (5) place learning-led competitiveness at the heart of small enterprise development policy; (6) broaden the universal primary education vision; (7) construct a curriculum for competitiveness; (8) improve public training's ability to support competitive self-employment; (9) empower training providers to be more market responsive; and (10) emphasize skills transfer from large to small firms. (The bibliography lists 139 references. Brief profiles and addresses of the research team members and a list of project papers are appended.) (MN)

ED 458 419 CE 082 593

Fretwell, David H.; Lewis, Morgan V.; Deij, Arjen

A Framework for Defining and Assessing Occupational and Training Standards in Developing Countries. Information Series.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 01

NOTE- 67p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Academic Standards; Comparative Education; Cooperative Planning; Developed Nations; *Developing Nations; Educational Legislation; Educational Trends; Evaluation Methods; Financial Support; Foreign Countries; Job Analysis; *Job Training; Labor Market; Models; *National Standards; Needs Assessment; *Occupational Information; Partnerships in Education; Performance Based Assessment; Postsecondary Education; School Business Relationship; Secondary Education; Skill Analysis; *Standard Setting; State of the Art Reviews; Task Analysis; Trend Analysis; *Vocational Education

IDENTIFIERS- Canada; Chile; Germany; Japan; Malaysia; New Zealand; Philippines; Romania; Scotland; Stakeholders; United Kingdom; United States

The key issues, alternatives, and implications for developing

VET to labor market needs; and scope for developing regional cooperation. Chapter 6 reports on national discussion group opinions on opportunities the conference offered; barriers in their country; national-level steps to overcome them; and regional cooperation. Chapter 7 identifies the conference's key themes, which are the following: moving toward competence-based VET systems; labor market analysis; involving stakeholders; relevance; financing; teacher training; and regional cooperation. The program and participant list are annexed. (YLB)

ED 458 434 CE 082 621

Overview of Management Development Support for SME Growth in the Mediterranean Region: The Egyptian, Jordanian and Lebanese Cases. Report.
PUB DATE- 01
NOTE- 173p.; Study was carried out by Simon Shaw, Ghada Amin, Nader Mrayyan, and Ms. Kawthar.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Business Administration Education; Case Studies; Comparative Analysis; Developing Nations; Donors; Economic Development; Educational Trends; *Entrepreneurship; Foreign Countries; *International Cooperation; Intervention; *Management Development; Postsecondary Education; Secondary Education; *Small Businesses; Socioeconomic Influences; *Training Methods; Training Objectives
IDENTIFIERS- Egypt; Jordan; Lebanon; *Mediterranean Region

This study identifies opportunities in three Mediterranean countries Egypt, Lebanon, and Jordan, for improving the support available for management and entrepreneurial development to stimulate growth of small and medium-sized enterprises (SMEs). After an executive summary, Part 1 provides an analysis of the situation across the three countries, identifying common trends in management development support for SMEs in the countries that could form a basis for actions to be taken at a multi-country level. Part 2 provides an analysis of the situation in each country. The analysis includes an overview of the socioeconomic context; summary of the situation in regard to SMEs, the environment in which they operate and their potential for growth; a critical overview of the training and support currently available to managers and entrepreneurs in SMEs; and an overview of the support and impact created by donors' interventions. Recommendations on how to improve the training and support are given at the end of the analysis. (YLB)

ED 458 435 CE 082 622

Doets, Cees; Westerhuis, Anneke
A Life Long of Learning: Elements for a Policy Agenda. The Six Key Messages of the European Memorandum in a Dutch Perspective.
SPONS. AGENCY- Dutch Ministry of Education, Culture and Science, The Hague (Netherlands).
PUB DATE- 01
NOTE- 131p.; Translated by Barry Hake.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Books (010), Information Analyses/State-of-the-art Materials (070), Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; Basic Skills; Counseling Objectives; Developed Nations; *Educational Policy; Educational Trends; Foreign Countries; Guidance; Human Resources; *Instructional Innovation; *Lifelong Learning; Literature

Enrollment; Equal Education; Federal Legislation; Financial Support; Foreign Countries; Industrial Training; Interdisciplinary Approach; International Cooperation; Job Training; Nontraditional Occupations; Partnerships in Education; Postsecondary Education; Professional Development; Public Service; School Business Relationship; State Federal Aid; State of the Art R *Belgium; Flemish People
IDENTIFIERS- *Belgium; Flemish People

The past, present, and future of vocational education and training (VET) in Belgium were examined. The examination focused on the following topics: Belgium's education system; VET for young people; continuing vocational training; financing of continuing VET; qualitative aspects of VET; training of trainers; and trends and prospects. The following were among the key findings: (1) although continuing training in Belgium is undoubtedly on the increase, participation by adults remains below the European mean and major inequalities exist from the standpoint of access; (2) training schemes organized and financed by employers chiefly benefit better qualified workers; (3) guidance and training are viewed as interrelated, with the aim being to encourage people to take a proactive attitude toward adapting their skills during their working lives so that they can progress or find new positions; (4) Belgium has 12,000 agencies working in the 8 main fields of training and offering 14,000 specific training schemes; (5) regulation of training is increasing; and (6) developing an evaluation culture for VET will require ensuring that available data are comparable and that all programs and measures implemented have clearly stated objectives. (Thirteen figures/tables are included. A list of acronyms and abbreviations and addresses of 13 useful organizations are appended.) (MN)

ED 458 451 CG 031 192

What Can Happen to Abused Children When They Grow Up--If No One Notices, Listens or Helps? Some Statistics from the Research.
PUB DATE- 01
NOTE- 18p.; Prepared by the Office of Trauma Services.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Adults; At Risk Persons; *Child Abuse; Childhood Needs; Children; *Counseling; *Early Identification; *Emotional Problems; Intervention; *Mental Health; Mental Health Workers; Outcomes of Treatment; *Sexual Abuse; Symptoms (Individual Disorders)
IDENTIFIERS- *Traumas

Mental health professionals are becoming more aware of problems resulting from trauma. The earlier a trauma is identified and treated the better the chances of recovery, yet professionals do not always recognize symptoms or know what to do. If no one notices or intervenes, childhood abuse can lead to serious mental health problems in the adult years. Some adults suffer lifelong mental health and emotional problems. Others abuse themselves or others. There are several ways the average person can help to break the cycle of violence and trauma. When interacting with children or adolescents, be aware of unexplained bruises; sexualized behavior towards others; reports of bed-wetting or cruelty towards animals; or any marked change in their personality or behavior. Such activities should be reported to a teacher; counselor; physician; minister; and/or child protective services worker. Adults may also show signs of childhood trauma. Signs to look for include men's lives, and argues that poverty and depression are a function of social class and internalized classism. It begins by defining poverty, then explains the Social Class Worldview Model, which is a subjective social class model, and the Modern Classism Theory, which allows clinicians to integrate social class experiences such as poverty or job loss into diagnosis and treatment. Efforts to help and assist men in poverty cannot focus solely on the income, education, and occupational issues in men's lives. Instead there has to be a focus on the social class worldview in order to address the intrapsychic and affective factors related to social class transitions. Counselors need to understand what underlies men's depression in these situations, how internalized classism functions to exacerbate depression, and how men may mask depression in problematic behaviors. In poverty remediation, men need to be helped to develop strategies that are congruent with their economic culture and to understand the array of expectations around them. (Contains 33 references.) (JDM)

ED 458 474 CG 031 343

Ryujin, Donald H.; Ford, Lori D.; Breaux, Cynthia
Asian American College Students' Beliefs and Perceptions of Therapy.
PUB DATE- 01
NOTE- 35p.; Paper presented at the Annual Meeting of the American Psychological Association (109th, San Francisco, CA, August 24-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Asian American Students; Attitude Measures; College Students; *Counseling; *Cultural Differences; Foreign Countries; *Help Seeking; Higher Education; Negative Attitudes; *Pacific Americans; Parent Attitudes
IDENTIFIERS- Embarrassment; Hawaii

This study looked at attitudes toward counseling in a group of Asian American and Pacific Islander college students. It hypothesized that these students believed their families would not approve of them seeking therapy and that therapy would be an embarrassment to them. It also hypothesized that these students felt therapy was ineffective for their group; that a lower percentage of them sought counseling in comparison to Caucasian American students; and that there would be differences between a Hawaiian and a mainland sample of Asian Americans concerning their perceptions of counseling. Over a 2-year period, 663 students at California State University and 142 students at the University of Hawaii were surveyed. Findings suggest that there may be a cultural barrier to seeking counseling services based on the fact that it may be an embarrassment to the family. Asian American and Pacific Islander college students disagree that therapy is effective for their racial group but said that a therapist of the same race would be more credible in understanding the problems of their racial group. One important implication of the findings is that culturally sensitive counselors may be able to work through some of the problems prevalent with these clients. (Contains 27 references.) (JDM)

ED 458 475 CG 031 346

Ryan, Kathleen; Fiorito, Basil A.
Concurrent and Discriminant Validity of the Means-Ends

Research on the attitudes of heterosexual churchgoers is extensive. However, very little empirical information is available about the attitudes held by gay and lesbian Christians. In the current study, it was hypothesized that gay and lesbian Christians, unlike their heterosexual peers, would demonstrate desire for and acceptance of social closeness with other gay and lesbian people, whether or not the person was sexually active, and would desire social distance from homophobic persons and those who reject same-sex relationships. Results of questionnaires completed by 282 gay men and lesbians confirm these hypotheses and indicate significant relationships between social distance and religious motivation and an individual's approach to scripture. Results also suggest that social distance may be an inadequate measure of prejudice in this population. (Contains 24 references.) (Author/JDM)

ED 458 497 CG 031 386

de Baessa, Yetilu; Falbo, Toni; Fernandez, Francisco Javier
Ethnic Identity among Guatemalan Youth.
PUB DATE- 01
NOTE- 16p.; Paper presented at the Annual Meeting of the American Psychological Association (109th, San Francisco, CA, August 24-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Cross Cultural Studies; *Emotional Adjustment; *Ethnicity; Foreign Countries; *Identification (Psychology); Psychological Patterns; Secondary Education; *Secondary School Students; Secondary Schools; Self Esteem; Social Cognition; Student Surveys
IDENTIFIERS- Guatemala

Ethnic identity was studied among Guatemalan youth to determine whether the intensity of ethnic identity is associated with psychological adjustment, as measured by self-esteem and attitudes towards people outside their ethnic group. One hundred and thirty-seven students (65 males, 72 females) in grades 7 through 12 and ranged in age from 12 to 17 participated in the study. The results showed that two components of ethnic identity, exploration and feelings, correlated significantly with each other. Measures of both components of ethnic identity were positively and significantly associated with self esteem as well as positive attitudes towards people outside one's own ethnic group. The results were similar to results reported among American youth. Thus, despite cultural and historic differences between the two countries, youth in both places showed similar patterns of correlations between ethnic identification and measures of adjustment. (Contains 4 figures and 11 references.) (JDM)

ED 458 498 CG 031 389

McCubbin, Laurie
Challenges to the Definition of Resilience.
PUB DATE- 01
NOTE- 20p.; Paper presented at the Annual Meeting of the American Psychological Association (109th, San Francisco, CA, August 24-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..."

series they may have missed. The guide includes more than 800 series for children in grades K-8; for each series, an annotation describes the series' appeal as well as the characters, location, and genre. It lists titles in the series with their original publication date. A special benefit of the guide is the aid it provides in locating series likely to attract reluctant readers, as well as appropriate series for English-as-a-second-language readers. Following a foreword and a preface, the guide is divided into these sections: Series A-Z; Indexes (Author Index, Title Index, Genre/Subject Index), and Appendixes (Books for Boys, Books for Girls, Books for Reluctant Readers/ESL Students). (NKA)

ED 458 519 CS 014 467

Ediger, Marlow
Reading Progress and the School Administrator.
PUB DATE- 01
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Education; *Instructional Leadership; *Principals; *Public Schools; *Reading Achievement; *Reading Comprehension; *Reading Instruction; Word Recognition

The principal of the school needs to be highly knowledgeable of how reading should be taught. He/she must know the different psychologies and philosophies of reading instruction. Word recognition techniques and diverse comprehension skills should also be in the repertoire of the school principal. The principal must work in the direction of helping teachers teach so that students achieve at a higher rate in reading, the first of the 3Rs. And school administrators are being held accountable for student test results. This paper first discusses the different psychologies of reading instruction and of teaching in general. The paper then considers the principal's knowledge of word recognition skills and of reading comprehension skills. It states that a positive learning environment is necessary in which students can develop a feeling of belonging and are recognized for achievements in reading. (Contains 12 references.) (NKA)

ED 458 520 CS 014 469

Ediger, Marlow
Mentoring and the Reading Curriculum.
PUB DATE- 01
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Beginning Teacher Induction; *Educational Cooperation; Educational Objectives; Elementary Education; *Mentors; *Reading Achievement; *Reading Instruction; *Word Recognition
IDENTIFIERS- New Teachers

Mentors need to be carefully selected to assist new teachers in making a successful transition from student teaching to being fully licensed and certified to teach in the regular classroom. During the school year, the mentor may help the new teacher in a variety of ways--one is to build confidence in the new teacher for teaching and another is to aid in improving reading qualitative study was developed to examine these classrooms. The software used was Writing To Read, Stories and More, Children's Writing and Publishing. Teachers were carefully trained, parents were informed as partners, and students were given daily access to the computers for writing their own language experience stories. The students were also given phonemic awareness and systematic phonics support. Researchers used observations, interviews, questionnaires, portfolio assessment, as well as reading attitude tests to measure the students' writing and reading development. The experimental classrooms were compared to control classrooms without computers but with a similar teaching approach. Results revealed that, based on a holistic evaluation, all students using Writing To Read averaged at least two writing levels higher than those in the control classrooms. The experimental group had a significantly higher positive reading attitude score than the control group. In the classrooms, computers were busy all day with diverse activities. For example, one fifth grade class worked on a project about world environment online with a fifth grade class in Paris. Every class needs computers, trained teachers, and a risk-free learning environment. (Contains a figure and 10 references.) (NKA)

ED 458 541 CS 014 507

Tellegen, Saskia; Frankhuisen, Jolanda
Why Do Schoolchildren Enjoy Reading? The Construction of an Explanatory Model.
PUB DATE- 01
NOTE- 14p.; Paper presented at the Annual Meeting of the European Reading Conference (12th, Dublin, Ireland, July 1-4, 2001). "The research project, Reading and Attention is supported by a grant from the Dutch Ministry of Education, Culture and Science".
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Intermediate Grades; Literature Appreciation; *Models; *Reading Attitudes; Reading Research; Secondary Education; *Student Attitudes
IDENTIFIERS- *Reading Behavior

In the early 1990s good readers in low-achieving countries saw reading mostly as a difficult, effortful process while those in high-achieving countries saw reading more as a pleasant, imaginative activity: for them reading was first and foremost enjoyable. This paper attempts to elucidate this concept of reading as enjoyment and tries to determine which aspects of reading behavior contribute to the experience of reading pleasure. After an analysis of 1,537 questionnaires completed by pupils aged 9-18, the paper constructs a model of the relations among 8 aspects of reading behavior, including enjoyment. This model indicates that over 50% of reading pleasure can be explained by 7 aspects, that is, by the interaction among absorbed attention while reading, reading for distraction or for excitement, processes of imagination, emotion and reminiscence due to reading, and frequency of spontaneous reading behavior. The paper discusses the model and its paths, including weight of contribution of each aspect, directly and indirectly, to enjoyment. It uses comments from children who compared experiences while reading or while playing computer games as an illustration of the concepts in the model. (Contains 19 references, 2 notes, and a figure of data.) (Author/RS) book will help more experienced teachers take the next step in their professional growth, while providing newer teachers with a picture of how the largest purposes in democratic education connect to the details of teaching. A reader-friendly guide for bringing critical literacy into readings and writing workshops, the book demonstrates how to: support students' writing for public purposes and connect their personal writing to important social issues; facilitate more meaningful talk in the classroom; develop students' language and concepts for discussing significant social and political ideas in response to literature; help students inquire into the daily politics of classroom life; integrate social studies, writing, and literature in experiential, inquiry-based ways; and assure that all students have access to a rich and meaningful education for social justice. The book, with examples from real children and grounded in theories of democracy and culture, aims to guide teachers back to their original motives for going into education and helps them construct deeper purposes for carrying on their daily work. (Contains a 134-item bibliography.) (NKA)

ED 458 562 CS 014 533

Peterson, Cynthia L.; Caverly, David C.; Nicholson, Sheila A.; O'Neal, Sharon; Cusenbary, Susen
Building Reading Proficiency at the Secondary Level: A Guide to Resources. Introduction.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 150p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Resources; *Learning Strategies; *Reading Achievement; Reading Difficulties; *Reading Instruction; *Reading Programs; *Reading Research; *Reading Skills; Secondary Education; Secondary School Students
IDENTIFIERS- Research Results; Southwest Educational Development Laboratory; Theoretical Orientation

This guide aims to document the resources available to educators who work with struggling secondary readers--readers who struggle in general education and reading classes, grades 6 through 12. With the goal of building a guide to resources, the scholarly literature was reviewed to determine: (1) current theoretical perspectives and research findings on building reading proficiency at the secondary level; and (2) their implications for classroom instruction. Rather than reporting all the factors that can impact secondary-level reading proficiency, the guide presents factors for which a research base establishes essential importance and for which there are pedagogical implications. It identifies and describes programs and strategies that aligned with those findings. The guide is divided into the following parts: Introduction: (How To Use the Guide; How Resources Were Selected); Part 1: Perspectives (Struggling Secondary Readers: A Closer Look; Informal Assessment; Building Reading Proficiency at the Secondary Level; Principles of Effective Reading Instruction; Principles of Effective Professional Development); Part 2: Resources (Five Questions Organize the Programs and Strategies; Programs; Strategies; Definitions of Terms); and Part 3: Procedures for Compiling the Guide. (Contains a 164-item bibliography.) (NKA)

*Writing for Publication
IDENTIFIERS- *Illustrators; Personal Involvement; *Research Integration

This paper discusses the creative process of one author, a professional author/illustrator of picture books. The paper muses about the meaning of creativity and originality and states inspiration has to do with careful research and looking for a challenge. Creativity is about testing one proposition against another and seeing how things combine and react. It claims that his work as an illustrator has a lot to do with combining various ideas from different sources to produce unexpected results, very much like rubbing different stones together for sparks, and gradually working them into flames. According to the paper, the author/illustrator's most widely circulated and discussed book, "The Rabbits," is the story of colonization everywhere, about power, ignorance, and environmental destruction, but it is also an animal fable, a dark and serious one. The paper describes the broad research process which was involved in bringing the book to completion. It also discusses the research process for another book, "The Lost Thing." The paper finds that what really matters is whether readers continue to think about the things they have read and seen long after the final page is turned. (NKA)

ED 458 583 CS 217 675

Ryan, Josephine M.
Sharing Culture? Sharing Texts in Seven to Ten English.
PUB DATE- 01
NOTE- 10p.; Paper presented at the Joint National Conference of the Australian Association for the Teaching of English and the Australian Literacy Educators' Association (Hobart, Tasmania, Australia, July 12-15 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Research; *English Curriculum; English Instruction; Foreign Countries; *Literature Appreciation; Novels; Secondary Education; *Student Attitudes; Student Surveys; *Teacher Attitudes; Teacher Surveys
IDENTIFIERS- *Australia; *Narrative Text

When crucial issues of text teaching were researched from "both sides" of the teaching context in 1999, findings dramatized the demands of teaching text in years seven to ten English in Australia and suggested some ways that it could be done better. Interviews were conducted with 14 secondary English teachers and 53 of their students (in the Melbourne, Australia area) about their experiences of texts during their English classes. The novel, especially the "contemporary, adolescent" Australian novel, reigned supreme in English classes in the study. The general approach to text choice was remarkably uniform across schools in all contexts. Conversations with the English teacher participants revealed that they shared a commitment to bringing students to an "enjoyment" of reading, meaning, in most cases, the novel. One of the core goals in the English curriculum as seen by participants was that the text must be suitable for the whole range of students in the class. A question that arises from considering teaching of text is whether the final text choices and the way they were approached were too often a rather uninspiring compromise. Teachers in less affluent contexts often read novels aloud in class since they felt this was the only way students would read them. Interviews with students from the participating teachers' classes asked

Constructions of Literacy and Their Classroom Practices.
PUB DATE- 99
NOTE- 25p.; Paper presented at the European Conference on Educational Research (Lahti, Finland, September 22-25, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Early Childhood Education; Foreign Countries; *Reading Instruction; *Teacher Attitudes; *Teacher Behavior; *Teaching Methods; Theory Practice Relationship; *Writing Instruction
IDENTIFIERS- Australia (Tasmania)

Research has indicated that teachers' beliefs and their value systems guide the implementation of specific instructional strategies in their classrooms. Moreover, the ways in which they structure their instructional environments are also influenced by their belief systems. In areas where there are contestable views about the most effective ways of teaching a particular area of the curriculum, the teachers' beliefs can theoretically and practically influence the outcomes students gain from their pedagogical encounters. Within English-speaking educational systems there is considerable contestation about the most effective way to teach literacy. This study reports interview data collected from a sample of Tasmanian early childhood teachers about the beliefs they hold about literacy instruction and matches them with observational and student outcome data about their instructional practices. Based on these data, suggestions are made about how teachers' beliefs influence their pedagogical practices. (Contains 22 references and 17 tables of data. Appendixes contain descriptions of five categories identified, and descriptions of literacy assessment tasks.) (RS)

ED 458 604 CS 217 724

Brooks, Greg
Trends in Standards of Literacy in the United Kingdom, 1948-1996.
PUB DATE- 97
NOTE- 17p.; Paper presented at the Annual Meeting of the United Kingdom Reading Association (University of Manchester, England, July 1997) and at the Annual Meeting of the British Educational Research Association (University of York, England, September 11-14, 1997). In: "TOPIC" National Foundation for Educational Research. Issue 19, Item 1, Spring 1998.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Standards; Comparative Analysis; Educational Testing; *Educational Trends; Elementary Secondary Education; Foreign Countries; *High Risk Students; *Literacy; *Reading Achievement; Reading Improvement; Test Score Decline
IDENTIFIERS- Great Britain

Surveys of literacy attainment have been going on in the United Kingdom since 1948. The main finding is that literacy standards have changed very little in that time. Among 8-year-olds (children in Year 3) in England and Wales, however, standards fell slightly in the late 1980s, and then recovered in the early 1990s. The few international comparisons available seem to show some slippage in the position of Britain's 9-year-olds between the 1970s and the 1990s, and a "trailing edge" of underachievement. Very few school-leavers and adults can be described as illiterate, but a significant percentage have be on the reading level of students to be beneficial for comprehension purposes, and written work pertaining to the novel can help in organizing the contents since students can write about characterization, setting, plot, irony, and the theme. Expository reading might also provide students with a good opportunity to organize ideas for writing. Teachers need to add to the list of reading and writing experiences as the need and occasion arises. And quality sequence in learning must be emphasized so that each student might experience success in learning to perceive the reading/writing connections. Contains 9 references. (NKA)

ED 458 624 CS 217 750

Kemp, Paul F.
Aristotle in the Classroom: A Rhetorical Bridge between Literature and Composition.
PUB DATE- 01
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Discourse Modes; Higher Education; Instructional Effectiveness; *Persuasive Discourse; *Rhetorical Invention; Secondary Education; *Writing Instruction
IDENTIFIERS- Aristotle; *Classical Rhetoric; *Composition Literature Relationship; Ethos; Integrative Organized Approach; Logos (Philosophy); Pathos

Informal observations have convinced English teachers that students who read literature on a regular basis and with a critical eye make better writers and that students who experience the frustration incurred during the writing process tend to exhibit a healthier appreciation for the "craft" of literature. The movement to bring both literature and composition into a single frame of reference stems from these twin maxims and goes by several titles, from "Writing to Learn" to "Integrated Reading, Writing, and Thinking." Far from being a modern technique, however, this integrative approach comes from the classical world of ancient Greece and Rome, the world of philosophers indoctrinating pupils in the fine arts of civil disputation and rhetoric. This paper contends that by examining afresh the legacy of Aristotle and other rhetorical philosophers, today's practitioners/teachers of composition stand to recapture the particular rhetorical "moves" by which the ancients successfully integrated the "Language Arts." The paper argues that rhetorical analysis should occupy the center of any curriculum that seeks to integrate the processes of reading, writing, and critical thinking: rhetorical analysis is indeed a critical "bridge" between literature and composition. Through such analyses of the rhetorical situations which give rise to discourses, students come to appreciate the interests and expectations of their own target audiences. They learn that tone and "voice" must be modulated to suit the constraints of the discourse at hand. The paper considers in turn the three rhetorical appeals (or "pisteis") which comprise the sources of argument from which a speaker might draw: ethos, pathos, and logos. Contains 11 references. (NKA)

ED 458 625 CS 217 752

Young, Art
Dixie Goswami and Write To Change: Connecting Learners.
PUB DATE- 01

and the responses of the parallel groups were compared. Comparison of pre- and post-intervention assessments of the test group pupils confirmed they: (1) showed increased understanding of scientific concepts about the body to inform their views on health; (2) improved in levels detail, and scientific accuracy in their drawings about what is in the body; and (3) showed positive attitudes toward health throughout, but had a raised priority for health at the end of the teaching program. (Contains 14 references.) (RS)

ED 458 644 CS 510 657

Sauls, Samuel J.
Understanding Your Media Outlet: An Administrative Guide to the School Radio Station.
PUB DATE- 01
NOTE- 20p.; Paper presented at the Annual Meeting of the Broadcast Education Association (46th, Las Vegas, NV, April 20-23, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Administration; Facilities; Higher Education; Occupational Information; *Program Administration; *Radio
IDENTIFIERS- *Campus Radio Stations

Administrations at colleges and universities are continually faced with the following dilemma: "Just what is our school radio station all about?" To help to answer such questions, this paper focuses upon some of the basic elements contained in formulating, operating, and managing a college or university radio station. The approach presented within the manuscript is that of an administrative guide, and thus is presented as a working document to provide specific facts and knowledge in regard to the station, itself. These attributes could easily be applicable to all electronic media outlets that might be found on campus. (Contains 12 references.) (Author/RS)

ED 458 645 CS 510 658

Olson, Lyle D.
Journalism and Mass Communication Educators' Career Choices: When and Why They Entered College Teaching.
PUB DATE- 01
NOTE- 31p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (84th, Washington, DC, August 5-8, 2001). appendix A contains copyrighted material and is not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Career Choice; *Career Development; Higher Education; *Journalism Education; Mass Media; Teacher Attitudes; *Teaching (Occupation)

This study found that 55% of journalism and mass communication educators first considered college teaching while in college or within 5 years after graduating from college, while 40% did not until more than 5 years after college. Two important factors in

Weiss, Robert O.
Re-Discovering the American Public Forum: The Role of Academic Debate.
PUB DATE- 97
NOTE- 13p.; Paper presented at the Annual Meeting of the National Communication Association (83rd, Chicago, IL, November 19-23, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Citizen Participation; *Debate; *Democracy; Educational Research; Higher Education; Public Opinion; Theory Practice Relationship
IDENTIFIERS- Argumentation Theory; *Public Discourse

After a long period of substantial academic assault, the ideal of democracy as "government by the people" is undergoing renewal and re-evaluation. Jurgen Habermas's persistent exploration of the conditions which make rational discussion of public affairs and democratic decision-making possible has generated numerous concepts that may be operationalized in public forum activity. Even the enclave of students of public opinion is moving beyond the mere tabulation of discrete individual attitudes to recognize communal thought patterns and the important role of deliberation in the formation of public opinion. A study on formal academic debate is concerned with the present and potential activities institutionalized and supported on a co-curricular basis beyond normal disciplinary classroom routines. Keeping in mind the nature of American public forum activity as a pragmatic venture in furthering democracy and academic debate as an educational enterprise directed toward the same end, the study's purpose is two-fold: (1) How might academic debate contribute to the rediscovery of the American public sphere through its development of argumentative principles and practices appropriate for that end? and (2) How might academic debate contribute directly to this end by conducting public forum activities that draw university and community members into concrete involvement in public debate? After examining argumentation theory and theorists and the role of debate in the academic environment, the study suggests that academic debate can explore and develop theories and practices that will contribute to excellence and productivity of discourse in public life and that it may also put on debates that serve as models of civic discourse and provide at least one venue for the citizen participation so vital for democracy. (Contains 16 references.) (NKA)

ED 458 668 CS 510 687

McGlinn, Jeanne M.
Experiential Learning in a Humanities Class.
PUB DATE- 99
NOTE- 9p.; Paper presented at the Elon College "Challenge & Response: Rethinking Key Issues in College Learning" (September 23-25, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Experiential Learning; General Education; Higher Education; *Humanities; *Humanities Instruction; *Interdisciplinary Approach; Learning Processes; Program

night, school excursions, and festivities and looks at aspects of school administration from the perspective of school time, school efficiency drives, and testing. The book contains 12 articles: "Parergonality and Pedagogy," Colin Symes and Daphne Meadmore; "First Impressions: The Semiotics of School Vestibules," Colin Symes; "'Securing a Regular Government': The Prefect and the Contemporary School," Erica McWilliam and Nicole Cantle; "All-Male Schooling: Speech Night and the Construction of Masculinities," Richard Courtice; "New Routes for the Field Trip," Gordon Tait and Deborah Huber; "Brand New Spectacles: The Make-Over of the School Musical," Erica McWilliam; "Un/Learning the Habits of Clock Time: Re-Vision Time for Time in Education," Barbara Adam; "Efficiency at Any Cost: The Post-Welfarist Education Policy Context," Sharon Gewirtz; "Keeping up to the Mark: Testing as Surveillance," Daphne Meadmore; "Health, the Body and the Medicalisation of the School," David Kirk; "Embodying the School/Schooling Bodies: Physical Education as Disciplinary Technology," David Kirk; and "Schoolies Week: Rethinking Risk," Susan Hopkins. (RJM)

ED 458 687 EA 031 400

Sirotnik, Kenneth A., Ed.; Soder, Roger, Ed.
The Beat of a Different Drummer: Essays on Educational Renewal in Honor of John I. Goodlad.
PUB DATE- 99
NOTE- 318p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Curriculum; *Educational Change; Educational Theories; Elementary Secondary Education; *Instruction; Program Descriptions; *School Culture; School Organization; Teacher Education; Teacher Educator Education
IDENTIFIERS- Englewood School Development Program; *Goodlad (John I); National Network for Educational Renewal

This book contains essays by those who have been profoundly influenced by John Goodlad's research and scholarship on educational change and school improvement. The volume features 20 articles: "On Inquiry and Education," K. Sirotnik; "Invigorating Elementary Schooling: Savoring a Long-Term Partnership," R. Anderson; "Curriculum Change in Concert: The Englewood School Project," M. Klein and J. Bahner; "Preparing Exemplary Teachers for the Twenty-First Century: Challenges and Opportunities To Use What We Know," D. Lloyd; "Global Education at the Beginning of the Twenty-First Century," K. Tye; "K-12 Educational Change: Building Responsive Schools," R. Williams; "Bringing Coals to John Goodlad in Newcastle," S. Sarason; "Back to a Place Called School," T. Sizer; "Renewing High Schools: What John Goodlad Says...," J. Reeder; "Access to Knowledge: Challenging the Techniques, Norms, and Politics of Schooling," J. Oakes and M. Lipton; "John I. Goodlad and John Dewey: Implications of Their Ideas for Education and Democracy in China," Z. Su; "Connecting Education and Community," P. Heckman; "Teaching on Both Sides of the Classroom Door," G. Fenstermacher; "Partnerships, Centers, and Schools," R. Clark and W. Smith; "Reflections on Renewal: The Research University and Teacher Education," A. Glenn; "Moving Toward Democracy: Lessons Learned," A. Pacheco; "Goodlad and Educational Policy," C. Frazier; "Educational Renewal and the Improvement of Private Grantmaking," L. Miller and E. Ahnert; "Yo se quien soy," J. March; and "In Keeping with Character," R. Soder. (Contains "A Selected and Annotated Bibliography of John I. Goodlad's dropout rate reported by the state's Academic Excellence Indicator System, whether the annual or longitudinal calculation is preferred, and what problems exist in developing a procedure for the longitudinal calculation. A survey instrument was developed and sent to principals of high schools. The survey consisted of yes-or-no questions, open-ended comments, multiple-choice questions, and a checklist. The data received are depicted as frequency distributions, percentages, and number of responses, often in graph and chart format. The longitudinal rate appears to be more likely to be accurate, but student mobility is one of the most difficult variables to control. It is very difficult to track students who leave the state or never show up for school. Appendixes include: Letter to Superintendents, Consent Form from Superintendent, Letter to Principals, Survey to high School Principals, and Survey of Dropout Procedures in Regions 1 and 2 Results. (Contains 24 references.) (RKJ)

ED 458 706 EA 031 420

Peca, Kathy
Paradigmatic Differences in Educational Administration: Positivism and Critical Theory.
PUB DATE- 01
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Critical Theory; *Educational Philosophy; Elementary Secondary Education; *Models; *Objectivity; *Research Design; Research Methodology; Theories
IDENTIFIERS- Empiricism; Positivism

In the literature on sociobehavioral theory and educational administration, theorists are offering other methodologies as replacements for empiricism or positivism. Other paradigms, such as critical theory, and other methodologies are used. Sometimes these are combined with the empirical method. Research focusing on how people interact in the world is termed sociobehavioral theory, and the research on how people react in a patterned manner is termed organizational theory. Research on the behavior of school administrators is used to construct educational administration theory and is linked through methodology to the philosophic assumptions of a paradigmatic position. Positivism--the traditional paradigm of educational administration--assumes a reality that is objective and that can be fully measured and described. In the 1960s, the social sciences considered other approaches, such as critical theory, which examines the differences between ideas and reality, historical context, the claims of conceptual principles, subjective responses, and political and ethical concerns by using research methods that are more qualitative than statistical. This nonpositivistic view is no longer viewed as novel or radical. No view of reality should be excluded from the field of educational administration. A multiparadigmatic approach may yield more insight than any one viewpoint can offer. (Contains 63 references.) (RKJ)

ED 458 707 EA 031 425

Duffy, Francis M., Ed.; Dale, Jack D., Ed.
Creating Successful School Systems: Voices from the University, the Field, and the Community.
PUB DATE- 01
NOTE- 300p.

Department of Rehabilitation Services, the Virginia Community College System, and the State Council of Higher Education for Virginia. The purpose of the project was to develop and implement intensive training for faculty at eight community colleges in the areas of providing reasonable accommodations and instructional technology for students with disabilities, and to support college faculty in applying and adapting this generic training to their specific disciplines and classroom settings. Specific project activities and outcomes were designed to be replicable at state, regional, or institutional levels. Activities of the project included an intensive training program for math and English faculty designed to increase the retention and improve the academic success of college students with disabilities and a training course designed to train faculty and staff on the use of the new assistive technology to enhance instruction for students with disabilities. Evaluation of the project indicate 1,423 students and 866 faculty were positively affected. Appendices account for 95% of the document. (CR)

ED 458 727 EC 308 673

Lund, Shelley K.; Light, Janice C.
Fifteen Years Later: An Investigation of the Long-Term Outcomes of Augmentative and Alternative Communication Interventions.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 01
NOTE- 154p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Attitudes; *Augmentative and Alternative Communication; Communication Aids (for Disabled); *Communication Disorders; *Communication Skills; Cultural Influences; Delivery Systems; Educational Attainment; Elementary Secondary Education; Employment Level; Followup Studies; Interaction Process Analysis; Interpersonal Communication; *Intervention; Interviews; Quality of Life; Reading Comprehension; Receptive Language; Self Determination; *Severe Disabilities

This report presents the activities, accomplishments, and outcomes of a study of the long-term outcomes of augmentative and alternative communication (AAC) interventions with individuals with severe communication disabilities. The study evaluated long-term outcomes for 7 young men (ages 19-23 years) who had used AAC systems for at least 15 years. Outcomes were measured in the following domains: (1) receptive language; (2) reading comprehension; (3) communicative interaction; (4) functional communication; (5) educational and vocational achievement; (6) self-determination; and (7) quality of life. In addition, qualitative interviews were conducted to identify contextual factors that may have contributed to the measured outcomes. The study provided data regarding the feasibility of the outcome measurement tools used. It identified four factors believed to contribute, positively and negatively, to outcomes and communicative competence. These were: (1) attitudes of family members, professionals, peers and the general public; (2) cultural issues; (3) technological issues such as the operational demands of AAC systems; and (4) service delivery (a team approach is critical). (Contains approximately 135 references.) (DB)

NOTE- 197p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Books (010), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Standards; *Accountability; Alternative Assessment; Case Studies; *Disabilities; *Educational Assessment; Educational Practices; Elementary Secondary Education; *Inclusive Schools; School Districts; Standardized Tests; *State Standards; *Student Evaluation; Testing
IDENTIFIERS- Testing Accommodations (Disabilities)

This book is about the assessment and inclusion of all students, including those with disabilities, in statewide and district assessment programs. It addresses aspects of assessment such as testing practices, test content, legal guidelines, technical aspects of tests, students' learning objectives, and instructional programs. Throughout the book, the cases of three students are featured: a fourth grader with reading difficulties, an eighth grader with learning disabilities, and an eleventh grader with Down syndrome. Students like these have often been excluded from state and district tests or, if tested, their scores may not have been reported. The five chapters address the following topics: (1) educational assessment today; (2) characteristics of good assessments; (3) understanding and using large-scale assessments; (4) inclusive assessment tactics such as testing accommodations and alternate assessments; and (5) best practices for inclusive assessment programs and educational accountability. Six appendices provide information on calculating the standard error of measurement, the Iowa Tests of Basic Skills, the Stanford Achievement Test (9th Edition), Terra Nova, and the Code of Fair Testing Practices in Education. A glossary of assessment and testing terms is also provided. (Contains 64 references.) (DB)

ED 458 747 EC 308 693

Bear, George G.; Quinn, Mary Magee; Burkholder, Susan
Interim Alternative Educational Settings for Children with Disabilities.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 01
NOTE- 60p.; Supported by the ASPIIRE Partnership Project.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Behavior Disorders; Case Studies; *Compliance (Legal); Decision Making; *Disabilities; Discipline; Educational Legislation; *Educational Practices; Elementary Secondary Education; Federal Legislation; School Safety; *Student Placement; Student Rights
IDENTIFIERS- *Individuals with Disabilities Educ Act Amend 1997

This manual is intended to guide school administrators, teachers, school psychologists, and others with the design and implementation of interim alternative education settings (IAES) in compliance with the Individuals with Disabilities Education Act (IDEA) as amended in 1997. Chapter 1 discusses how the IAES evolved as a means of balancing the right of all children to safe schools and the rights of children with disabilities to a

PUB TYPE- Dissertations/Theses - Master Theses (042), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; *Classroom Techniques; Cues; Educational Strategies; High Schools; Inclusive Schools; *Learning Disabilities; *Notetaking; Outlining (Discourse); *Recall (Psychology); Resource Room Programs; *Study Skills; Urban Schools

Students with learning disabilities often have difficulty in secondary content areas. In order to succeed in content areas, teachers need to develop strategies or content enhancements that provide a supportive environment. This thesis discusses the outcomes of a study that used an urban high school resource room geography class to determine the efficacy of two content enhancements: advanced organizers and guided notes with review. Seven male students and six female students with learning disabilities participated in the study. Common characteristics of the resource students were lack of motivation, difficulty staying on task, and poor attendance. Students were first taught the importance of notes and how to take notes. The teacher then provided students with guided notes prior to the lecture. After the lecture, students were given the last 10 minutes of class to review their notes. During the second intervention, students were given an advance organizer prior to the lecture, student-guided notes during the lecture, and a 10-minute review period. Although findings demonstrated an increase in quiz scores when advanced organizers and guided notes with review were used as an intervention, the findings did not produce quiz score gains similar to other studies. (Contains 15 references.) (CR)

ED 458 766 EC 308 714

Lovelace, Kelly; Rhodes, Heidi; Chambliss, Catherine
Educational Applications of Vision Therapy: A Pilot Study on Children with Autism.
PUB DATE- 01
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Autism; Children; Elementary Secondary Education; Interdisciplinary Approach; *Outcomes of Treatment; Perceptual Impairments; Persistence; Therapy; Time on Task; *Vision Tests; *Visual Acuity; *Visual Impairments; *Visual Perception
IDENTIFIERS- *Vision Therapy

This report discusses the outcomes of a study that explored the feasibility of using vision therapy (VT) as part of an interdisciplinary approach to the education of children with autism. Traditional research on VT has explored its usefulness in helping patients to use both eyes together, improve depth perception, and enhance visual acuity. Because visual problems accompany many learning difficulties/disabilities, VT is increasingly used in these cases. It was hypothesized that since children with autism often have pronounced visual-motor integration (VMI) deficits, VT may be helpful to them. The test of Visual Analysis Skills (VAS) was administered to two boys and one girl (ages 12-13) with autism. Overall, it was found that the children had great difficulty in performing the presented task correctly. The first participant was completely unresponsive to the task and was, thus, unable to perform a grid reproduction. The next participant initiated the task but perseverated and, therefore, failed to complete the task successfully. Following demonstrations, he was able to duplicate the grid, however, he continued connecting lines also explains how school infrastructure banks are the most efficient vehicle that the federal government can use to empower states and communities to address their new facilities issues. (Contains 14 endnotes.) (GR)

ED 458 786 EF 006 010

APPA Custodial Operation Self-Analysis Program.
PUB DATE- 01
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Secondary Education; *Operations Research; Public Schools; Questionnaires; *School Maintenance
IDENTIFIERS- *Building Maintenance

This survey questionnaire and self-analysis tool identifies most of the variables that impact institutional custodial operations and that serve as reliable standardized benchmarks for the industry. The survey also clearly defines several benchmarks that should allow more accurate and effective comparisons between operations. Sections cover staffing, evaluation, special considerations, staff development tools, and case studies. Appendices contain a list of custodial requirements and unique factors, space classifications, standard space descriptions, standard space category matrices, a list of normalized base times and standard activities, audit forms, and a bibliography. (GR)

ED 458 787 EF 006 011

Sharp, Renee; Walker, Bill
Poisoned Playgrounds: Arsenic in "Pressure-Treated" Wood.
SPONS. AGENCY- Richard and Rhoda Goldman Fund, San Francisco, CA.; Indiana Univ., Indianapolis. School of Public and Environmental Affairs.; New York Community Trust, NY.
PUB DATE- 01
NOTE- 21p.; With editorial contributions from Bill Walsh, Paul Bogart, Richard Wiles, and Jane Houlihan. Additional assistance from Chris Campbell, and Marguerite Young. Funding also from the Turner Foundation and the John Merck Fund.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Research/Technical (143)
DESCRIPTORS- Cancer; *Child Health; *Child Safety; *Playgrounds
IDENTIFIERS- *Arsenic Poisoning; Consumer Product Safety Commission

This study of 180 pressure-treated wood samples shows that treated wood is a much greater source of arsenic exposure for children than arsenic-contaminated drinking water. The report determines that an average 5-year-old, playing less than 2 weeks on a chromated-copper-arsenate-treated (CCA) wood play set would exceed the lifetime cancer risk considered acceptable under federal pesticide law. Chapters examine the study's evidence, explain why the Federal Safety Study by the U.S. Consumer Product Safety Commission is outdated and inadequate, and explore why the CCA risk is mounting. The report's final chapter presents study conclusions and recommendations. An appendix presents a summary of data for surface arsenic levels of CCA wood and soil beneath treated wood structures. (Contains 28 references.) (GR) is divided into five chapters: "A Brief Overview of Learnability" (Stefano Bertolo); "Learnability and the Acquisition of Syntax" (Martin Atkinson); "Language Change and Learnability" (Ian Roberts); "Information Theory, Complexity, and Linguistic Descriptions" (Robin Clark); and "The Structural Triggers Learner" (William G. Sakas, Janet D. Fodor). A subject index is also included. (Contains 197 references.) (KFT)

ED 458 809 FL 026 961

Peyton, Joy Kreeft, Ed.; Ranard, Donald A., Ed.; McGinnis, Scott, Ed.
Heritage Languages in America: Preserving a National Resource. Language in Education: Theory and Practice.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 332p.; Based on papers presented at the National Conference on Heritage Languages in America (1st, Long Beach, CA, October 15, 1999).
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Elementary Secondary Education; *Heritage Education; Higher Education; Language Attitudes; Language Maintenance; *Language Minorities; *Language Planning; National Programs; *Native Speakers; Second Language Instruction; Second Language Learning; Sociolinguistics; Teacher Education
IDENTIFIERS- United States

This edited volume describes the population of heritage language speakers in the United States and outlines what needs to be done to help them develop their languages for use in academic and professional arenas. The book is divided into an introduction plus 14 chapters in 5 sections. The introduction, "Charting a New Course: Heritage Language Education in the United States," is written by the editors of this volume. "Defining the Field" has two chapters: "On Defining Heritage Languages and Their Speakers" (Terence G. Wiley) and "Heritage Language Students: Profiles and Possibilities" (Guadalupe Valdes). "Shaping the Field" has three chapters: "300-Plus Years of Heritage Language Education in the United States" (Joshua A. Fishman); "Policy Formation and Implementation" (Terence G. Wiley); and "Professional Opportunities for Heritage Language Speakers" (Maria Carreira and Regla Armengol). "Educational Issues" includes five chapters: "Heritage Language Communities and Schools: Challenges and Recommendations" (Carol J. Compton); "Heritage Language Students in the K-12 Education System" (Shuhan C. Wang and Nancy Green); "Heritage Language and Higher Education: Challenges, Issues, and Needs" (Nariyo Kono and Scott McGinnis); "Preparing Teachers To Work with Heritage Language Learners in the United States" (Surendra Gambhir); "Preparing Teachers To Work with Heritage Language Learners" (Ana Maria Schwartz). "Research and Practice" has two chapters: "Heritage Language Education: Needed Research" (Russell N. Campbell and Donna Christian); and "Heritage Language Education: Summaries of Research and Practice" (this chapter is an annotated bibliography). "A Call to Action" has two chapters: "Heritage Language Maintenance and Development: An Agenda for Action" (Ana Roca); "The Genealogy of Language Organizations and the Heritage Language Initiative" (James E. Alatis). References are found at the end of each chapter. (KFT)

ED 458 830 FL 801 468

Sample, Barbara
Active Listening--Listen, Repeat, Do. Scans Plans Portfolio.
SPONS. AGENCY- Office of Refugee Resettlement (DHHS), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Education; Class Activities; Classroom Techniques; *English (Second Language); Immigrants; Limited English Speaking; *Listening Skills; Second Language Instruction; Second Language Learning

In this unit, students will use active listening, repeating, or paraphrasing what has been said to confirm understanding and introductory phrases and rising intonation to ask for clarification. They will also follow one, two, or multi-step instructions or give instructions to another person. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (KFT)

ED 458 831 FL 801 469

Pescoraro, Diane, Ed.; Magnuson, Paul, Ed.
LEP Parent Involvement Project: A Guide for Connecting Immigrant Parents and Schools.
SPONS. AGENCY- Office of Refugee Resettlement (DHHS), Washington, DC.
PUB DATE- 01
NOTE- 183p.; Also edited by Bounlieng Phommasouvanh. Written by Judy Strohl, Mary Jean Jecklin, and Janet Dixon.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *English (Second Language); Family School Relationship; *Immigrants; Instructional Materials; *Learning Modules; Lesson Plans; Multicultural Education; *Parent Participation; *Parent Role; *Parent School Relationship; Parent Teacher Conferences; Second Language Instruction; Second Language Learning

This guide is a set of materials developed for use in adult education settings such as English-as-a-Second-Language (ESL) classes, community-based organizations, and parent groups for the purpose of helping immigrant parents see themselves as active participants in their children's learning. These materials are intended to meet the following goals: (1) to build on what people already know from their experience as parents and caretakers in their own countries; (2) to help parents restore their vision of themselves as first and primary teachers (something often lost in the immigration process); (3) to create opportunities for parents to explore similarities and differences between their new and native countries and to build bridges to link the two experiences; and (4) to encourage parents to define and keep values and traditions which are meaningful parts of their culture. This guide is divided into the following six modules: "Bridging Cultures"; "Schools Are

Predictors of Student Commitment at Two-Year and Four-Year Institutions.
PUB DATE- 01
NOTE- 19p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (26th, Richmond, VA, November 15-18, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Persistence; *College Freshmen; Higher Education; Institutional Characteristics; Multivariate Analysis; Prediction; *Student Attitudes; Two Year Colleges
IDENTIFIERS- *Commitment

This study examined the predictors of institutional commitment of first-year students at 28 two-year public and 23 four-year public institutions. Institutional commitment is a precursor or predictor of student persistence behavior. For this study, institutional commitment is defined as the student's overall satisfaction, sense of belonging, impression of educational quality, and willingness to attend the institution again. There were 8,217 student responses (2,499 from first-year students at four-year institutions and 5,718 students at two-year institutions). A multivariate analysis was conducted using hierarchical linear modeling. Results indicate that multiple student-level variables influence institutional commitment. The most important are the measures of academic integration, followed by the measures of social integration. Academic growth and development, financial attitudes, and financial aid were significant predictors of student institutional commitment. Precollege characteristics of age, ethnicity, and marital status were also significant predictors of commitment. After controlling for all other variables, it was found that students at two-year colleges have a slightly higher institutional commitment than students at four-year colleges. The difference was statistically significant, but actually quite small. In general, most of the relationships between student level predictors and institutional commitment were the same for both types of institution. (Contains 25 references, 5 tables, and 3 figures.) (SLD)

ED 458 855 HE 034 504

Swing, Randy L., Ed.
Proving and Improving: Strategies for Assessing the First College Year. The First-Year Experience Monograph Series.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 01
NOTE- 127p.; Also sponsored by Atlantic Philanthropies. Also produced by Policy Center on the First Year of College, Brevard College.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Academic Achievement; *College Freshmen; Educational Environment; *Educational Experience; *Evaluation Methods; Higher Education; Program Evaluation; Self Evaluation (Groups); *Student Adjustment

The essays in this collection, initially written for an online audience, focus on the philosophy, methods, and outcomes of assessing the first-year experience of college students. Several recurrent themes highlight general agreement about best practices in first-year assessment, but the collection contains some differences of opinion also. The essays of the first

Web sites. The addresses of 70 institutions concerned with adult education for Sami people are appended.) (MN)

ED 458 368 CE 082 169

Flagoy, Geraldine L.
Adult Education and Indigenous Peoples in the Philippines. International Survey on Adult Education for Indigenous Peoples. Country Study: The Philippines.
SPONS. AGENCY- United Nations Educational, Scientific, and Cultural Organization, Hamburg (Germany). Inst. for Education.
PUB DATE- 00
NOTE- 46p.; Produced with the Cordillera Resource Center, The Philippines. For other country studies, see CE 082 166-170. Research supported by the Government of Norway and DANIDA.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; *Adult Education; Adult Learning; Adult Students; Case Studies; Church Role; Cooperative Planning; Culturally Relevant Education; Delivery Systems; Educational Change; *Educational Environment; Educational History; Educational Legislation; Educational Needs; Educational Opportunities; Educational Planning; *Educational Policy; *Educational Trends; Equal Education; Ethnic Groups; Federal Legislation; Foreign Countries; Functional Literacy; Government School Relationship; *Indigenous Populations; Literacy Education; Models; National Organizations; Needs Assessment; Nongovernmental Organizations; Postsecondary Education; Public Agencies; Public Policy; Sex Fairness;
IDENTIFIERS- International Survey Adult Educ Indigenous Peoples; International Surveys; Marginalized Groups; *Philippines
Adult education for indigenous peoples in the Philippines was examined. First, information on government institutions, indigenous organizations, international agencies, and nongovernmental organizations (NGOs) engaged in adult education for the Philippines' indigenous peoples was compiled. Next, questionnaires and survey techniques were used to research the policy and practice of adult education for the Philippines' indigenous peoples. A theoretical and conceptual framework in which to place the discussion of adult education for indigenous peoples was developed along with recommendations and proposals regarding policymakers, international organizations, and NGOs developing new directions for adult education in cooperation with the Philippines' indigenous peoples. The following were among the study findings: (1) discrimination against the Philippines' indigenous peoples is reflected in the policies and programs formulated by the state; (2) only one national governmental organization exists to look after the affairs of more than 7 million indigenous peoples in the Philippines; (3) NGOs and the church have been instrumental in creating people's organizations in the Philippines; and (4) although no national literacy program exists, adult education programs for indigenous peoples in some areas are no longer limited to functional literacy. The findings suggested that the Philippines' indigenous peoples themselves must take the lead in addressing their educational needs and concerns, according to the researchers. (MN)

ED 458 369 CE 082 170

Meschtyb, Nina

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Adult Learning; Annotated Bibliographies; Case Studies; Change Agents; Change Strategies; Community Action; Community Development; *Community Education; *Community Programs; Cooperative Planning; Definitions; Group Discussion; Group Dynamics; Guidelines; Job Development; Mass Media; *Neighborhood Improvement; Outreach Programs; Performance Factors; *Problem Solving; Program Descriptions; Program Development; Program Effectiveness; Program Guides; Program Implementation; Public Officials; Public Relations; Publicity; Resource Materials; Safety; School Community Relationship; Strategic Planning; Success; Teamwork; Youth

IDENTIFIERS- Facilitators; Place Based Education; *Sense of Community; *Study Circles; Youth Participation

This document is a step-by-step guide to organizing a study circle program to serve as a vehicle to achieve communitywide dialogue for action and change. Part 1 provides an overview of communitywide study circle programs, with special emphasis on their operation and impact. Part 2 details the following steps in organizing a communitywide study circle program: (1) get started; (2) clarify your issue and think about discussion materials; (3) build your team; (4) develop a plan; (5) share the work of organizing study circles (plan and carry out communication; develop a budget and fund-raising plan; document and evaluate the program; recruit participants and form diverse groups; plan for actions; recruit, train, and support facilitators; plan the kickoff; find sites and handle logistics); (6) hold a round of study circles; and (7) sustain your program and expand the impact of your work. Part 3 profiles successful study circle programs in the following communities: Decatur, Georgia; Fayetteville, North Carolina; Guilderland, New York; Inglewood, California; and Springfield, Illinois. Part 4 contains appendixes presenting guidelines for involving public officials, young people, and the media in a study circle program, as well as a 17-item annotated bibliography. Fifteen sample documents, illustrations, and charts are included throughout the guide. (MN)

ED 458 385   CE 082 523

Robins, Philip K., Ed.; Spiegelman, Robert G., Ed.

Reemployment Bonuses in the Unemployment Insurance System: Evidence from Three Field Experiments.

SPONS. AGENCY- Alfred P. Sloan Foundation, New York, NY.

PUB DATE- 01

NOTE- 304p.; Experiments reported in this book were funded or conducted by the Illinois Department of Employment Security, U.S. Department of Labor, Pennsylvania Department of Labor and Industry, Mathematica Policy Research, and the Washington State Employment Security Department.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Books (010),Collected Works - General (020)

DESCRIPTORS- Case Studies; Comparative Analysis; *Cost Effectiveness; Definitions; Delivery Systems; Economic Impact; *Employment Patterns; Field Studies; Glossaries; Labor Force Development; Models; Policy Formation; Program Costs; *Public Policy; Research Design; Research Methodology; *Salary Wage Differentials; Tables (Data); *Unemployment; *Unemployment Insurance

IDENTIFIERS- Illinois; Impact Studies; Pennsylvania; *Reemployment Bonuses; Washington

ED 458 402 CE 082 550

Kearney, Rose
Advancing Your Career: Concepts of Professional Nursing. Second Edition.
PUB DATE- 01
NOTE- 498p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Administration; Career Development; Competence; Course Content; Critical Thinking; Curriculum; Educational Needs; Ethics; Futures (of Society); Graduate Study; Group Dynamics; Health Services; Higher Education; Instruction; Interpersonal Communication; Intervention; *Job Skills; Leadership; *Nurses; Nursing; *Nursing Education; *Nursing Research; *Professional Development; *Reentry Students; Teaching Methods; Textbooks; Theory Practice Relationship

This textbook, intended for registered nurses (RN's) returning to school, is designed to provide practicing RN's with professional concepts to advance their careers. The book contains 22 chapters organized in five sections. Each chapter includes chapter objectives, key terms, key points, chapter exercises, references, and a bibliography. Section I introduces the concepts of professional nursing practice and includes a discussion of returning to school. Section II addresses the theoretical bases of nursing practice. Section III reviews eight critical components of professional nursing practice: communication, group theory, critical thinking, teaching and learning, leadership, management in organizations, change theory, and professional ethics. Section IV delves into the concepts needed for providing care as a major activity in professional nursing practice, while Section V discusses healthcare in the 21st century and challenges for the future. Two appendixes list 77 professional nursing organizations and provide a table of nursing interventions classification. (KC)

ED 458 403 CE 082 551

Powley, Sherry; Schaffert, Tim
Pathways to Career Success for Minorities: A Resource Guide to Colleges, Financial Aid, and Work.
PUB DATE- 00
NOTE- 378p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Access to Education; Access to Information; Affirmative Action; American Indians; Asian Americans; Blacks; Career Education; *Career Guidance; College Programs; Diversity (Institutional); *Education Work Relationship; *Educational Finance; Educational Legislation; Entrepreneurship; Government Role; Grants; Hispanic Americans; Job Training; Mentors; *Minority Groups; Need Analysis (Student Financial Aid); Nontraditional Students; *Paying for College; Postsecondary Education; Scholarship Funds; Social Support Groups; Student Employment; *Student Financial Aid; Student Loan Programs; Tax Credits; Users (Information); Work Environment; Work Study

countries to consider when designing systems to define occupational standards, related training standards, and assessments were analyzed. The analysis focused on the following issues: the rationale for development of standards; clarification of definitions, terminology, and assumptions; improvement of stakeholder involvement; analysis of labor market information; development of occupational standards; assessment of occupational standards; linkage of occupational standards with training standards; and governance, financing, and administration of national standards systems. The following were among the key recommendations regarding developing occupational and training standards: (1) although the process of developing standards may be initiated at the local level, some national leadership is needed once pilots have been completed and resources are available; (2) development of demand- and output-driven standards hinges on formal involvement of employers, professional associations, and labor representatives from the outset; (3) multiple sources of labor market information are required; and (4) leadership for linking occupational and training standards can reside with training institutions. (The following items are appended: overviews of the processes of defining occupational standards and linking occupational and training standards; sample occupational standards legislation; and a summary of selected standards systems in 10 countries. The bibliography lists 22 references.) (MN)

ED 458 420 CE 082 594

Niles, Spencer G.; Herr, Edwin L.; Hartung, Paul J.
Achieving Life Balance: Myths, Realities, and Developmental Perspectives. Information Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adjustment (to Environment); Adult Development; Career Counseling; *Career Development; Change; Coping; Counseling Techniques; Counseling Theories; Cultural Differences; Employment Patterns; Family Influence; *Family Work Relationship; *Individual Development; *Job Satisfaction; *Life Satisfaction; Life Style; Literature Reviews; Models; Personality Theories; Personality Traits; Portfolios (Background Materials); Psychological Studies; *Quality of Life; Social Influences; Social Science Research; Theory Practice Relationship; Trend Analysis; Wellness; Work Attitudes; Work Environment
IDENTIFIERS- Super (Donald E)

The evolving role of work in society and the factors driving emerging trends in work were examined to assist career development practitioners in helping individuals deal with life-role balance. Donald Super's life-space theory was presented as a framework for adult career development and used as a backdrop for discussing how adults can crystallize their life-role identities, develop life-role readiness and adaptability, and move from role conflict toward life-role integration. Life-role salience and the contextual influences on life-role behavior were shown to be particularly useful for addressing life-role

Reviews; *Policy Formation; Values Education
IDENTIFIERS- European Union; *Netherlands

This report organizes the discussion of six key messages from the European Union's Memorandum on Lifelong Learning that stressed the importance of lifelong learning for all citizens in the member states. Before considering the messages, Chapters 1-3 discuss the following three characteristic trends in the Netherlands in the area of lifelong learning as found in recent literature: "Policy Developments in Recent Decades: Many Actors But No Blueprint," "Initial Education Remains the Foundation," and "Growing Demand for Learning Throughout Life." Each chapter concludes with "key points for future policy." Chapter 4 discusses the Memorandum and lists six "key messages" that can be regarded as policy recommendation within a European perspective. Chapters 5-10 each focus on one of these key messages: new basic skills for all; more investment in human resources; innovation in teaching and learning; valuing learning; rethinking counseling and guidance; and bringing learning closer to home. Each chapter begins with a summary of questions for discussion. The authors work out the questions in the perspective of recent developments in the Netherlands. "Key points for policy" conclude the chapters. Chapter 11 presents elements of a policy agenda for a life long of learning in the Netherlands, distilled from a combination of the key points. Appendixes include 73 references, abbreviation list, and the Memorandum. (YLB)

ED 458 436 CE 082 623

Joerger, Richard M.; Bremer, Christine D.
Teacher Induction Programs: A Strategy for Improving the Professional Experience of Beginning Career and Technical Education Teachers.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 01
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Beginning Teacher Induction; *Beginning Teachers; Career Education; *Inservice Teacher Education; *Preservice Teacher Education; Secondary Education; Teacher Attitudes; Teacher Burnout; Teacher Employment; Teacher Persistence; *Teacher Shortage; Teaching (Occupation); Technical Education; Vocational Education; *Vocational Education Teachers
IDENTIFIERS- *Career and Technical Education

Projected teacher shortages are due to an expanding need and teachers leaving the profession. With the extreme pressures on beginning teachers, a large percentage of them leave the profession within their first 5-6 years. Causes for leaving the profession include school staffing actions; personal reasons; pursuing another job; and dissatisfaction. Teachers who are prepared in traditional teacher education programs and continue inservice education help ensure increased levels of student achievement. Beginning career and technical education (CTE) teachers face increased pressure to have a very wide range of knowledge and skills. Teacher induction programs (TIPs) are one answer to retaining and further developing the skills, satisfaction, and experience of beginning CTE teachers. Research on the experiences, concerns, and needs of beginning CTE and non-CTE secondary teachers leaves little room for controversy. The same needs have been identified repeatedly.

self-neglect; recurrent depression; compulsive sexual behavior; suicide attempts; alcohol or drug abuse; or self-injurious behavior. In these cases the adult should be encouraged to see a doctor or licensed therapist. Recovery is possible if an early response is available and support is offered. (Contains 62 references.) (JDM)

ED 458 452 CG 031 274

Coping with Unexpected Events: Depression and Trauma.
PUB DATE- 01
NOTE- 17p.; Sponsored by the National DMDA's 2001 Leadership Circle: Abott Laboratories, Eli Lilly and Company, GlaxoSmithKline, Janssen Pharmaceutical Products, and Pfizer, Inc.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adults; At Risk Persons; Children; *Coping; Counseling; *Depression (Psychology); *Emotional Problems; Helping Relationship; Intervention; *Mental Health; *Posttraumatic Stress Disorder; *Psychological Needs; Social Support Groups; Suicide
IDENTIFIERS- Manic Depression; *Traumas

Witnessing or experiencing a traumatic event affects everyone mentally and emotionally. Each person has a different way of responding emotionally, and this is a normal part of the healing process. This document discusses some of the ways people respond to trauma and how to deal with it. It lists ways to cope with depression, how to help others cope, and how to help and talk with children who have experienced trauma. It explains what posttraumatic stress disorder is (PTSD) and ways to deal with this disorder. There are suggestions for helping to prevent suicide, and further information for those living with depression or bipolar disorder. The document contains a list of resources for further help with dealing with trauma. (ADT)

ED 458 453 CG 031 312

Staley, Joy D.; Brown, Nathan C.
Practical Model and Protocol for Interpreting MCMI-III Results to Clients.
PUB DATE- 01
NOTE- 10p.; Paper presented at the Annual Conference of the American Psychological Association (109th, San Francisco, CA, August 24-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Clinical Diagnosis; Counseling; *Counselor Client Relationship; Ethics; Helping Relationship; Metaphors; Models; Protocol Analysis; *Psychologists; *Test Results
IDENTIFIERS- *Millon Clinical Multiaxial Inventory

One ethical dilemma for psychologists is finding methods to share test results with their clients in such a way that the client is not deleteriously labeled, but is encouraged by the knowledge of assessed strength and growth areas. This paper offers one answer by presenting a structured protocol that

Spirituality Questionnaire.
PUB DATE- 01
NOTE- 25p.; Paper presented at the Annual Meeting of the American Psychological Association (109th, San Francisco, CA, August 24-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Measures; College Students; Higher Education; Mental Health; Predictive Validity; Social Science Research; *Spirituality; Student Surveys; *Test Validity; *Well Being

This paper describes the reliability of the Means-Ends Spirituality Questionnaire to assess preferred ways and goals of spiritual expression. The means subscales assessed thinking, feeling, acting, and relating in the area of spiritual expression. A total of 405 university students participated in this investigation. Study 1 analyzed the instrument in terms of its reliability and construct validity. Study 2 utilized the instrument to assess the relationship between spiritual means and ends as measures of well being. Ends subscales reflected a motivational model based on approach and avoidance goals and their consequences for physical and psychological health. The questionnaire was found to be a useful tool for examining how means and ends relate to spiritual experiences and confirms the utility of distinguishing between approach and avoidance goals within the framework of spiritual motivation. (Contains 7 tables and 31 references.) (JDM)

ED 458 476 CG 031 347

Kellner, Millicent H.; Salvador, Diana S.; Bry, Brenna H.
In Control: Anger Management and the Development of Prosocial Behavior.
PUB DATE- 01
NOTE- 14p.; Paper presented at the Annual Meeting of the American Psychological Association (109th, San Francisco, CA, August 24-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aggression; Anger; *Behavior Disorders; Behavior Modification; *Curriculum; Curriculum Evaluation; *Emotional Problems; Intervention; Mental Health Programs; *Middle School Students; Middle Schools; Prosocial Behavior; Special Needs Students; Special Schools
IDENTIFIERS- *Anger Management

This paper describes the preliminary results of a study of In Control, an anger management curriculum offered in the middle school of a therapeutic day school for children with severe emotional and behavioral disorders. Twenty students received the program, while 26 did not. Measures were number of anger logs students completed; institutional reports of severe occurrences of aggressive student behavior; classroom observation data; scores on Aggression, Attention, Social Scales of the Achenbach Teacher Report Form; scores on an anger management knowledge quiz; and monthly teacher and interdisciplinary team ratings of student anger management. During the program, results show significantly more prosocial behavior exhibited by the program than nonprogram students with teachers during structured classroom activity and with peers during unstructured time. At 3-month follow-up, students in the

(150)
DESCRIPTORS- *Adjustment (to Environment); Attitude Measures; Behavioral Sciences; *Coping; Individual Development; Literature Reviews; *Resilience (Personality); Theory Practice Relationship
IDENTIFIERS- Adverse Impact

In an effort to recognize, define, and measure the capacity of the individual to endure and develop in the context of adverse conditions and to recognize the individual's ability to recover from adversity, the behavioral sciences have introduced and advanced the construct of resilience. Resilience has become a popular construct encompassing many different variables including personal characteristics, coping processes, the development of other associated constructs such as hardiness and sense of coherence, and risk and protective factors. Resilience has become an umbrella term to cover many aspects of overcoming adversity and adapting to one's environment. This variability in the application of the construct of resilience has led to some confusion and controversy in the definition and utility of resilience and if it is a valuable construct that can be empirically examined, studied, and utilized in interventions. This paper looks at the question of what resilience is, based on the summarization of extant literature, in order to advance scientific inquiry. (Contains 3 figures and 39 references.) (JDM)

ED 458 499 CG 031 390

Zeo, George A.
Prevention and Intervention of Ethnopolitical Conflict.
PUB DATE- 01
NOTE- 37p.; Paper presented at the Annual Meeting of the American Psychological Association (109th, San Francisco, CA, August 24-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Clinical Psychology; Conflict Resolution; Cooperation; Counseling; Counseling Theories; *Counselor Role; *Cultural Pluralism; Ethnicity; *Ethnology; *International Relations; Models; *Peace; *Prosocial Behavior; Sociocultural Patterns

The field of psychology has offered many theories to explain the phenomenon of ethnopolitical conflict. Some psychologists have taken aspects of these theories from the research laboratory and have begun to develop and implement strategies for clinical application. In this regard, this paper suggests three distinctive roles for clinical psychologists, at three stages of ethnopolitical conflict, providing a continuity of care model that employs an adaptation of Ivan Boszormenyi-Nagy's Contextual Family Therapy approach as an overarching model for ethical intervention. The applicability of the contextual approach lies in its focus on addressing each stage of conflict through constructive dialogue and due consideration. Under the umbrella of this approach the author suggests that clinical psychologists, through careful coordination of their roles as policy liaison specialists, community consultants, and direct service providers, can take an active role as members of multidisciplinary teams in making a valuable contribution in the pursuit of peace and the prevention and mediation of ethnopolitical conflict. (Contains 2 figures and 83 references.) (Author/JDM) instruction. Presently, there is much pressure placed upon teachers to produce high test scores, especially in reading. Issues of how reading should be taught--phonics or whole language--are paramount, and the mentor can assist the beginning teacher to examine and understand the beliefs behind each of the different plans of teaching reading. Mentors need to have many qualities to guide new teachers to achieve as much as possible and then for the teacher to assist students to learn optimally in reading. The new teacher, in turn, can take advantage of many ways to discuss with the mentor how to achieve educational objectives, both short range and long range. There are selected word recognition techniques which might well benefit the new teacher in assisting students in reading achievement, such as phonics, syllabification, or using context clues only. The mentor teacher needs to be highly knowledgeable about the reading curriculum and possess strategies of instruction to guide students to become the best they can be in reading. (NKA)

ED 458 521   CS 014 471

Ediger, Marlow
Developing a Reading Community.
PUB DATE- 01
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Cooperation; Elementary Education; Public Schools; *Reading Achievement; *Reading Improvement; School Culture; Testing
IDENTIFIERS- *Learning Communities; State Role

Developing a community of people interested in improving student reading achievement is an ongoing trend in education. Time and effort need to be put forth to become engaged in studying and promoting reading achievement. With high stakes state-mandated testing, it becomes even more important for teachers, school administrators, and the lay public to be involved in promoting the public school reading curriculum. Grade level teachers or reading teachers may develop a plan for the school year on assisting students--these teachers can decide when to meet and what the agenda will consist of for the meetings. Teachers can take turns as leaders for the group sessions, and they can have opportunities to present ideas or serve as chairpersons; they need to be actively involved in participating at each meeting. Parents can also belong to this community of learners, since they will want to assist their offspring to achieve more optimally in reading, and teachers may well be involved in working with the parental community of learners. A vital asset in improving the reading curriculum is the involved school administrator, who can have considerable influence in teaching and learning situations. Learning opportunities in reading need to provide for individual differences so that students individually may do as well as possible in learning to read well. (Contains 14 references.) (NKA)

ED 458 522   CS 014 474

Lysy, Darla C.; Moore, Paula F.; Bamford, Rosemary A.
Maine Reading Recovery R : State Report & Evaluation, 1998-2000.
SPONS. AGENCY- Maine State Dept. of Education, Augusta.
PUB DATE- 01
NOTE- 45p.

ED 458 542 CS 014 508

Ericson, Britta, Ed.
Reading and Writing Difficulties--A Problem? EMIR Education and Research.
PUB DATE- 99
NOTE- 84p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Definitions; *Dyslexia; Elementary Secondary Education; Foreign Countries; *Parent Student Relationship; *Reading Difficulties; *Writing Difficulties
IDENTIFIERS- Belgium; Sweden

This collection of essays contains a brief description of the symptoms of dyslexia and a definition of the terminology. The meaning of being the mother of a dyslexic child and how to live with this "hidden handicap" are also described. Suggestions regarding how to treat persons with reading and writing difficulties are put forward. After a foreword and an introduction, the essays are: "Reading and Writing Difficulties and Dyslexia (Britta Ericson); "Living with a Handicap" (Birgitta Johansson); "To Be Seen as a Person" (Kajsa Stening); "Walking with Your Child Side by Side" (Katarina Stening); "How To Deal with People Having Reading and Writing Difficulties" (Birgitta Johansson and Kajsa Stening; "A Few Thoughts on Dyslexia" (Serge Garcet); and "Reading and Writing Difficulties form a Belgian Point of View" (Arlette Paulissen). (Author/RS)

ED 458 543 CS 014 509

Frame, Barbara
"Reading for Information": How Student Teachers React to an Interactive Teaching Approach.
PUB DATE- 97
NOTE- 8p.; Paper presented at the Annual Meeting of the Scottish Educational Research Association (Dundee, Scotland, September 18-20, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; Foreign Countries; Higher Education; Instructional Effectiveness; *Preservice Teacher Education; *Reading Comprehension; *Reading Instruction; *Student Attitudes; *Student Teachers; *Teaching Methods

This study monitored 50 student teachers' perceptions of an interactive approach within one area, that of "reading for information," in order to identify the factors which fostered familiarity with this approach to teaching. The student teachers identified factors which helped them to learn about the teaching of "reading for information." There was strong agreement that learning about the techniques required to "read for information" provided them with needed subject knowledge. There was also strong agreement in the usefulness of an interactive approach. Not only did it help them find out about how to teach the subject in school it also provided certain affective conditions important in supporting their own learning. The credit they gave to the power of images in helping them reconstruct their understandings about how they might teach is the subject of this paper. (Contains 18 references.) (Author/RS)

ED 458 563 CS 014 535

McLaughlin, Maureen; Allen, Mary Beth
Guided Comprehension: A Teaching Model for Grades 3-8.
PUB DATE- 02
NOTE- 310p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Classroom Techniques; Elementary Education; Learning Activities; Middle Schools; *Reading Comprehension; *Reading Instruction; *Teaching Models
IDENTIFIERS- Direct Instruction; *Guided Reading Procedure; Strategic Reading

This teaching model for grades 3-8, a guided comprehension model, is a step-by-step teaching framework that encourages students to become active, strategic readers by providing direct strategy instruction, numerous opportunities for engagement, and a variety of texts and instructional settings. The model was developed in response to the disparity between what is known about best practices for comprehension instruction and what has been happening in classrooms. The model can serve as a complete resource that provides all the necessary tools to make this classroom-tested process work with students, from detailed explanations of how each stage functions to ideas for facilitating assessment, organization, and management in the classroom. Appendixes contain a variety of useful reproducibles, including teaching ideas and blackline masters, forms for organizing and managing comprehension centers and routines, literature response prompts, leveled book resources, assessment forms, and instruction plans. (Contains approximately 150 references and a 45-item list of children's literature cited.) (NKA)

ED 458 564 CS 014 536

Meyer, Rick
Phonics Exposed: Understanding and Resisting Systematic Direct Intense Phonics Instruction.
PUB DATE- 01
NOTE- 18p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (91st, Baltimore, MD, November 15-20, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Reading; Classroom Research; Naturalistic Observation; *Phonics; Primary Education; *Reading Instruction; *Reading Programs; Teacher Role
IDENTIFIERS- *Direct Instruction; Reading Excellence Act

The voice of the government via the Reading Excellence Act gives the message that direct systematic intense phonics instruction will solve the reading problem, end debate, lead to student success in life beyond school, and provide teachers with the prestige of successful reading instruction. This paper takes a close look at systematic direct intense phonics instruction in one primary classroom to reveal that such programs teach more than the sounds that letters make. Several subsections in the paper consider the definition of reading, the role of teacher knowledge, the children's experience, the definition and nature students about their reading practices in their spare time as well as their view of school texts. The talks revealed that lack of enthusiasm for book reading cuts across class barriers. Findings suggest that: English curriculum should be less dominated by the novel; secondary English teachers should devote some class time to students' reading preferences; poetry is invaluable for developing students' language skills; and many students are highly computer literate. (NKA)

ED 458 584 CS 217 680

Fagan, William T.
Family Literacy Programs: The Whole Is More Than the Sum of Its Parts.
PUB DATE- 01
NOTE- 17p.; Shortened version of a paper presented at the Annual European Reading Conference (12th, Dublin, Ireland, July 1-4, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Research; *Family Literacy; *Literacy Education; *Program Effectiveness; *Program Evaluation; Research Methodology; Transfer of Training
IDENTIFIERS- Reflective Analysis

Family literacy programs, of which there is no shortage, need to be examined to know "if" and "why" a program is successful. Family literacy programs, like any literacy programs, must be viewed from a critical reflective stance. This paper aims to describe one way of evaluating the effectiveness of family literacy programs. The paper contends that the two main components in understanding a family literacy program are content/format and participants--both of these suggest that a program is more than the sum of its parts. It explains that the program which formed the basis of a study is the PRINTS (Parents' Roles Interacting with Teacher Support) Program, initiated by the author/researcher to meet a perceived gap between homes and schools in terms of parents supporting the literacy development of their young children. The paper describes the PRINTS Program; and to determine the transfer of effect across participants, a sample of 80 parents was chosen from those parents who had participated in the PRINTS Program. The paper states that to determine how the learning of one cohort group at one link of the chain affected the learning of the group following, a methodology labeled reverse learning effects was used. Because of the magnitude of the study, the paper reports only data on the parents' evaluations of the program. It concludes that family literacy programs are not just about one group of participants--they are about all the participants who are involved at different points along the chain of learning. (NKA)

ED 458 585 CS 217 681

Sonnek, Bonnie K.
Skills and Cognition: The "Phonics" of Academic Literacy?
PUB DATE- 00
NOTE- 18p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (90th, Milwaukee, WI, November 16-21, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

limited literacy skills. For many people, literacy skills are insufficient to meet the demands of life, work, and citizenship. The British educational system has been generally successful in maintaining the standard of achievement in literacy. The international evidence shows that the levels achieved by middling and high performers are comparable to the best in the world. But international evidence and adult literacy surveys also show that there is a significant proportion of the population who have poor or very poor literacy skills; and this pattern seems to have persisted for many decades. The principal implication for educational policy would seem to be that the most effective way of raising average levels of achievement would be to intervene in the education of children who are already failing or at risk of doing so, to ensure that they are equipped with the literacy (and numeracy) skills necessary for the rest of their education and for life. (Contains 28 references and 7 tables of data.) (RS)

ED 458 605   CS 217 726

Rossini, Carol
Serving the Community: A Small, Liberal Arts College Writing Center.
PUB DATE- 01
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (52nd, Denver, CO, March 14-17, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Freshmen; Higher Education; *Proofreading; *Small Colleges; *Student Needs; *Writing Laboratories
IDENTIFIERS- *Academic Community; *Regis College CO; Service Utilization

The word "service" certainly conjures some undesirable connotations, and theorists such as Nancy Grimm propose that writing centers need to shed their service labels to attain respectability. In this paper, the writing center director of a small liberal arts college shares her perspective and juxtaposes that with Grimm's position that writing centers should strive to become "academic units" rather than "service units" to attain academic respectability. The paper describes the students of Regis College (Colorado), the services they want from the writing center, the services that the writing center provides, and discusses how these conflict with Grimm's position on service. The paper begins with the results of a writing profile of Regis's freshmen which suggests that they are not marginalized students and that they are fairly confident writers who do not foresee the need for outside help with writing. It points out that a continual challenge at Regis is convincing students that all writers can benefit from a visit to the writing center. The paper states that most students really want proofreading and a good grade from a visit to the writing center rather than writing improvement. According to the paper, the trick is to ask questions to help the student discover problems and solutions for his or her writing. The paper concludes that since service is an integral part of the ideology informing the Regis community, the Regis Writing Center cannot protest that it is not service-oriented--it serves its community by identifying students' needs and providing assistance. (NKA)

NOTE- 8p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (91st, Baltimore, MD, November 15-20, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; Higher Education; *Influences; *Recognition (Achievement); Reminiscence; *Scholarship; *Writing Instruction; *Writing Teachers
IDENTIFIERS- *Clemson University SC

In this paper, the author/educator considers the influence of the composition scholar Dixie Goswami on his own professional career as a teacher of writing at Clemson University. The paper takes the author through his graduate studies and his attendance at summer institutes, pointing out that Dixie Goswami was always an inspiration to him and to his colleagues. Professor Goswami was responsible for the author's hiring at Clemson, and the paper discusses the university programs and community service projects in elementary school writing that he undertook there. The author/educator learned to put into practice key concepts by Dixie Goswami about teaching writing: constructing real audiences for writing; the importance of inquiry and research; cross-age tutoring practices; publication as an important end of the composition process; and how collaboration among schools, colleges, and community organizations can build an environment for students to make a meaningful contribution to the lives of others in the community. (NKA)

ED 458 626 CS 217 754

DiPardo, Anne
Teaching in Common: Challenges to Joint Work in Classrooms and Schools. The Series on School Reform.
PUB DATE- 99
NOTE- 185p.; Joint publication of the Teachers College Press and the National Council of Teachers of English.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *Educational Change; Educational Research; Elementary Secondary Education; English Teachers; Nontraditional Education; *Public Schools; School Culture; *Teacher Collaboration; *Teamwork
IDENTIFIERS- *Teaching Perspectives

Despite frequent calls for increased collaboration among teachers, very little is known about what this means for real educators in real schools. This book offers textured portraits of four collaborations (each containing at least one English-language arts teacher), tracing complex connections across school culture, pedagogic innovation, and teachers' lived experience. All four sites studied in the book are in the midwestern United States, and the data collection process took 18 months. The book discusses the demands of the public school workplace and the challenges and benefits of collaboration, providing valuable insights for preparing the next generation of teachers for collaborative activity. Its portraits of teachers will help practitioners to contemplate this recent school-reform push as it relates to other issues and pressures in their professional lives. The book explores the kinds of their career decisions included a personal influence (i.e., a mentor) and media experience, particularly student publications. The findings fit Holland's theory of career development and other literature. Open-ended responses resulted in rich and heartfelt comments about teaching careers in journalism and mass communication. (Contains 23 references and 2 tables of data. Appendixes contain a "Map of Occupation According to Prestige and Sextype Ratings" from "Career Choice and Development" (Jossey Bass, 1996) and the survey instrument. (Author/RS)

ED 458 646 CS 510 659

Stroud, Scott R.
Critical Theory & Textual Arguments: Expanding Habermas's Analysis of Literary Claims.
PUB DATE- 01
NOTE- 13p.; Paper presented at the Annual Meeting of the Critical Theory Roundtable (9th, Hayward, CA, October 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Critical Theory; *Discourse Modes; *Literary Criticism; *Reader Response; *Scholarship
IDENTIFIERS- Fisher (Walter); *Habermas (Jurgen); Narrative Text; Ricoeur (Paul); Text Factors

Jurgen Habermas's theory of communicative action has held much promise for critical theory and its examination of the structure of society. This theory, however, has been accused by some as being limited in regard to other forms of discourse, especially fictional, mythical, and religious texts. Habermas has argued that literature (i.e., fictive narrative) is fundamentally different from scientific and philosophical texts. For him, the intersubjective "force" of the communicative acts committed within the fictional narrative remain binding only within its borders--the reader is not obligated to take a position on the validity claims being advanced within the story. This paper focuses on Habermas's thought on narrative discourse in general, arguing that his analysis of its argumentative power is too limited. Drawing on insights within Paul Ricoeur's notion of the world-projection that texts open the auditor to, the paper first notes how narratives can place the reader in a novel's lifeworld, thus forcing certain claims about this possible world and its composition onto the reader's judgmental shoulders. Insights from Walter Fisher's theory of narrative are then used to expand Habermas's notion of literary argument, illustrating that the audience is aptly interested in evaluating the values and motives for action and belief that the narrative offers. (Includes 34 notes.) (NKA)

ED 458 647 CS 510 660

Stroud, Scott R.
"Mythos" East and West: The Mythic Conceptions of Soul, Rebirth, and Salvation in the "Phaedrus" and the "Bhagavad Gita."
PUB DATE- 01
NOTE- 15p.; Paper presented at the Annual Meeting of the National Communication Association (87th, Atlanta, GA, November 1-4, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

Descriptions; *Teacher Collaboration
IDENTIFIERS- Learning Environment; *University of North Carolina Asheville

Experiential learning, or learning by doing, fits newer conceptions about the process of learning. John Dewey's emphasis on experience as the key to real learning, Paulo Freire's criticism of the "banking concept" of education, and David Kolb's description of the cycle of experiential learning have changed the conception of learning. This paper discusses the General Education program at the University of North Carolina, Asheville, which is built around a four-course interdisciplinary humanities sequence which claims as its signature a faculty teaching circle on experiential learning. The paper explains that each week all faculty teaching in sections of a particular humanities course meet to discuss the upcoming lecture and readings and plan strategies to teach the significant concepts--the circle grew out of a desire to examine and change the learning environment so that students could become more actively engaged in discussing ideas, reading texts, and forming new concepts. The paper describes the teaching circle: how it was organized, its activities; its goals for experiential learning, and the use of experiential teaching strategies. It finds that this teaching circle led its participants to reflect about how educators teach and what it means for students and teachers. (Contains a 6-item bibliography. An assignment is appended.) (NKA)

ED 458 669   CS 510 688

Fortuna, Carolyn
Creating Critical Media Analysis Skills.
PUB DATE- 01
NOTE- 6p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (91st, Baltimore, MD, November 15-20, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Critical Thinking; *Critical Viewing; *Early Adolescents; Grade 8; Interdisciplinary Approach; Junior High Schools; State Standards; Teacher Developed Materials; *Thinking Skills; *Units of Study
IDENTIFIERS- Massachusetts; *Media Analysis; Media Imagery; *Media Literacy; Message Perception

This paper describes a unit of instruction about media images--how they work, ways they affect people, and means to use them--in which young adolescents learn the consequences of becoming a media-literate consumer. The paper explains that in the unit, divided into 2 "clusters," 110 Boston-area eighth graders share 5 core academic teachers: math, science, world language/language enrichment, social studies, and English. It notes that, because each cluster's common curriculum planning time is limited to once per 6 day cycle, consensus is built into interdisciplinary design when an instructional leader drives the unit through initiating one-to-one personal meetings, sending e-mails, and drafting lesson plans. According to the paper, both clusters come to agree that an interdisciplinary mass media day assists the students to rise in a "gestalt" to become more complete critical thinkers, since discussion of media images engages the cerebral cortex, activates thinking processes, and generally results in conscious recognition and evaluation of persuasive media publications," (J. Shen) and an index.) (RJM)

ED 458 688 EA 031 401

Pinar, William F., Ed.
Contemporary Curriculum Discourses: Twenty Years of JCT. Counterpoints: Studies in the Postmodern Theory of Education.
PUB DATE- 99
NOTE- 578p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Curriculum; Educational Philosophy; *Educational Theories; Elementary Secondary Education; Foundations of Education; *Instruction; Program Descriptions

This collection of essays is taken from a 20-year span of "The Journal of Curriculum Theorizing." The volume contains 31 articles: "Living Metaphors: The Real Curriculum in Environmental Education," F. Krall; "Dialectics and the Development of Curriculum Theory," H. Giroux; "Autobiography and Reconceptualization," M. Grumet; "Women," J. Miller; "Caring," N. Noddings; "Caring: Gender Considerations," W. Pinar; "Up from Agape," M. Raywid; "Dewey and the Herbartians: The Genesis of a Theory of Curriculum," H. Kliebard; "The Curriculum Field: Emergence of a Discipline," J. Pagano; "Beyond the Window: Dreams and Learning," M. Doll; "Curriculum Theorizing and the Possibilities and Conditions for Social Action Toward Democratic Community and Education," M. Littleford; "Body and Soul: Sources of Social Change and Strategies of Education," P. Wexler; "The Autobiographical Method in Japanese Education," S. Asanuma; "Toward Understanding 'Computer Application,'" T. Aoki; "The Answer Is Blowin' in the Wind: A Deconstructive Reading of the School Text," A. Block; "Teachers and Values: The Progressive Use of Religion in Education," K. Casey; "Word Worlds: The Literary Reference for Curriculum Criticism," M. Grumet; "Ideology and Methodological Attitude," P. Lather; "A Bell Ringing in the Empty Sky," D. Jardine; "Toward an Eschatological Curriculum Theory," P. Slattery; "Of Seagulls and Glass Roses: Teachers' Relationships with Literary Texts as Transformational Space," D. Sumara; "Remembering Capital: On the Connections between French Fries and Education," M. Apple; "Thinking Otherwise and Hearing Differently: Enactivism and School Mathematics," B. Davis; "Schools Where Ronnie and Brandon Would Have Excelled: A Curriculum Theory of Academic and Vocational Integration," J. Kincheloe; "The Palace of the Peacock: Wilson Harris and the Curriculum in Troubled Times," C. McCarthy; "On Becoming a 'Little Sex Researcher': Some Comments on a Polymorphously Perverse Curriculum," D. Britzman; "On Finding One's Place in the Text: Literacy as a Technology of Self-Formation," S. de Castell; "Toward a Ludic Pedagogy: An Uncertain Occasion," M. Morris; "Resisting 'Resistance': Stories Women Teachers Tell," P. Munro; "Identity, Self, and Other in the Conduct of Pedagogical Action: An East/West Inquiry," D. Smith; and "Early Education as a Gendered Construction," S. Steinberg. The following are appended: "The Reconcepptualization of Curriculum Studies," W. Pinar; "Curriculum Reconceptualized: A Personal and Partial History," J. Miller; "The Bergamo Conferences, 1973-99: Reconceptualization and the Curriculum Theory Conferences," C. Kridel; and a JCT Comprehensive Index." (Contains name and subject indices.) (RJM)

ED 458 689 EA 031 402

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Academic Achievement; Academic Standards; Accountability; *Educational Change; Educational Environment; Elementary Secondary Education; *Leadership; Public Schools; *School Culture; School Districts; Standards; *Systems Analysis; Teacher Effectiveness

Contributors to this book were asked to organize their chapters around the following question: "What do you think it will take to redesign entire school systems for success in the 21st century?" The book is therefore about redesigning entire school districts. The subtheme that emerged in the chapters was redesigning school districts as organic systems: a living, evolving entity within its community. School districts must be responsive, yet provide proactive leadership in developing critical educational services for the community. School systems must reflect community, yet also market the value of the services they provide. School systems are, therefore, like miniature ecosystems. The consensus of contributors is that educators must shift their thinking from the bureaucratic, industrial models of the past to the dynamic organic models of the future. The path to systematic school improvement is marked by high levels of participation and involvement of teachers and staff. Systematic improvement can occur only if stakeholders work together to define a desirable future for their districts, collaborate creatively to solve perplexing puzzles that entangle their thinking and practice, and design implementation plans that ensure success. (Contains 177 references.) (DFR)

ED 458 708   EA 031 426

Wraga, William G., Ed.; Hlebowitsh, Peter S., Ed.
Research Review for School Leaders. Volume III.
SPONS. AGENCY- National Association of Elementary School Principals, Reston, VA.; National Association of Secondary School Principals, Reston, VA.
PUB DATE- 00
NOTE- 386p.; Founding Editor: Daniel Tanner.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Academic Standards; *Block Scheduling; *Citizenship Education; Computer Assisted Instruction; Educational Change; Elementary Secondary Education; *Leadership; *Multicultural Education; *Principals; Public Schools; Scores; *Special Classes; Standardized Tests

This volume offers the educational leader reviews of research on five timely educational issues: citizenship education, multicultural education, gifted and talented education, classroom assessment, and scheduling. The chapters treating citizenship education review both the research about and practice of citizenship education in K-12 schooling. Closely related to the civic mission of public schooling is the task of fostering a sense of social cohesion among the diverse individuals and groups that compose this multicultural society. Issues of research and practice of multicultural education are reviewed in part II. The education of another recognized subgroup in the student population, gifted and talented youth, is examined in part III. Among the pressures placed on the public schools during the past 20 years, none, perhaps, has been greater than the demand to raise standardized test scores. Part IV presents in-depth reviews of research about various dimensions of classroom assessment. Finally, as assessment

ED 458 728 EC 308 674

Henderson, Cathy
College Freshmen with Disabilities, 2001: A Biennial Statistical Profile.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 01
NOTE- 45p.; For the 1999 version, see ED 436 90.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *College Freshmen; *Disabilities; Higher Education; Private Colleges; Public Colleges; Self Evaluation (Individuals); Sex Differences; Statistical Data; *Student Characteristics; Student Surveys
IDENTIFIERS- *Cooperative Institutional Research Program

This report presents data describing students who reported disabilities and who enrolled in Fall 2000 as full-time freshmen at public and independent four-year colleges and universities. Data were taken from the Cooperative Institutional Research Program survey. Highlights of the survey are organized into the following categories: personal and family background, high school preparation and matriculation to college, college and career expectations, self-perceptions, and opinions. Gender differences are specifically addressed. Results are also broken down by type of disability including learning disability, partially sighted or blind, health-related disability, hearing impairment, orthopedic impairment, and speech impairment. The report finds that the freshmen in 2000, regardless of disability status, were more likely than students in 1988 to have reported being individuals of color, earning higher than average high school grades, having parents with higher levels of education, and considered financial assistance as a key factor in college choice. The proportion of freshmen reporting disabilities remained stable (6 to 8 percent) between 1988 and 2000. Students with learning disabilities continued to be the fastest growing group. Three appendices and 12 tables provide further statistical details. (DB)

ED 458 729 EC 308 675

Jones, Dottie, Ed.
HEATH National Resource Directory on Postsecondary Education and Disability, 2001.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 01
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Accessibility (for Disabled); Advocacy; Civil Rights Legislation; *Disabilities; Financial Support; Higher Education; *Organizations (Groups); Resource Materials; Social Integration
IDENTIFIERS- Americans with Disabilities Act 1990

Approximately 200 organizational resources concerned with postsecondary education and disability are listed and described in this directory. Resources are listed under six broad categories: (1) advocacy, access, and awareness; (2) community integration (in the arts, employment, independent living, recreation, and rehabilitation); (3) disability-specific organizations; (4) funding; (5) legal assistance; and (6) information on the Americans with Disabilities Act. Each free and appropriate public education. Chapter 2 reviews the legal provisions pertaining to IAES including removal from a student's current placement for disciplinary reasons, especially in cases involving weapons or drugs, and requirements concerning functional behavioral assessment and intervention. Chapter 3 proposes "best practices" for IAES based on the disciplines of general education, educational psychology, school psychology, and special education. A final section identifies future legal and educational challenges in the development and implementation of the IAES concept. A list of agency and organizational resources is attached. Two appendices present: (1) three case studies involving placements in IAES that exemplify the application of legal principles; and (2) the text of IDEA '97 regulations pertaining to IAES. (Contains 47 references.) (DB)

ED 458 748 EC 308 694

Andrews, Alice E.; Stonestreet, Ruth H.
Manifestations, Treatment Implications and Speech-Language Consideration in Gorlin Syndrome: A Case Study.
PUB DATE- 01
NOTE- 10p.; Paper presented at the Annual Meeting of the Council for Exceptional Children (80th, Kansas City, MO, April 18-21, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; College Students; Congenital Impairments; Higher Education; Outcomes of Treatment; *Special Health Problems; *Speech Language Pathology; *Speech Therapy

This paper presents a case study of Gorlin Syndrome, also known as Basal Cell Nevus Syndrome, a rare genetic disorder characterized by widespread developmental defects. Criteria for diagnosis are listed, noting the presence of frequent basal cell carcinomas at a relatively young age and multiple cysts of the jaw. Speech and/or language impairments may result from malocclusion, possible cleft palate, and frequent surgeries. The case study is of a 19-year-old female college student who already had 10 surgeries for malignant jaw cysts. Results of hearing, speech, and language tests found normal hearing, expressive and receptive language skills within normal limits, and articulation within normal limits. However, the Dworkin-Culatta Oral Mechanism Examination found numerous abnormalities and weaknesses. Recommendations for speech therapy services to strengthen musculature on one side were made. Decreased muscle flaccidity were noted following the intervention. (DB)

ED 458 749 EC 308 695

Warger, Cynthia
Research on Full-Service Schools and Students with Disabilities. ERIC/OSEP Digest.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 01
NOTE- 4p.; Digest #E616.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Demonstration Programs; *Disabilities; Elementary

outside of the pattern. The final participant was also able to duplicate the grid following demonstration, but also perseverated, became frustrated, and activity ceased. (Contains 10 references.) (CR)

ED 458 767 EC 308 715

Crimmins, Daniel B.; Durand, V. Mark; Theurer-Kaufman, Karin; Everett, Jessica

Autism Program Quality Indicators: A Self-Review and Quality Improvement Guide for Schools and Programs Serving Students with Autism Spectrum Disorders.

SPONS. AGENCY- New York State Education Dept., Albany. Office of Vocational and Educational Services for Individuals with Disabilities.

PUB DATE- 01

NOTE- 16p.; Developed by the New York Autism Network. Supported by Individuals with Disabilities Education Act (IDEA) funds.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Accountability; *Autism; Behavior Problems; Curriculum; Elementary Secondary Education; *Evaluation Criteria; Family Involvement; Inclusive Schools; *Individualized Education Programs; Personnel; Program Design; *Program Evaluation; Quality Control; *Self Evaluation (Groups); Standards; Student Evaluation; *Teaching Methods; Transitional Programs

IDENTIFIERS- New York

This publication provides Autism Program Quality Indicators (APQI), intended as a self-review and quality improvement guide for schools and programs serving students with autism spectrum disorders. The APQI were developed by the New York Autism Network at the request of the New York State Education Department. The APQI promote the goal that all students in New York State receive special education that meets high educational standards by providing benchmarks of quality programs that result in successful outcomes for students with autism. The APQI are a compilation of research-based components that have been linked to high quality and effective educational program for students with autism. The APQI uses a four-point rating system, plus a not applicable rating, to evaluate the following 14 areas: individual evaluation, development of the Individualized Education Program, curriculum, instructional activities, instructional methods, instructional environments, review and monitoring of progress and outcomes, family involvement and support, inclusion, planning the move from one setting to another, challenging behavior, community collaboration, personnel, and program evaluation. Each of the 14 areas is described by a single summary sentence, followed by more specific quality indicators. A summary table at the end of the scale allows programs to identify strengths and weaknesses. (CR)

ED 458 768 EC 308 716

McNamara, Sylvia; Moreton, Gill

Changing Behaviour: Teaching Children with Emotional and Behavioural Difficulties in Primary and Secondary Classrooms. Second Edition.

PUB DATE- 01

ED 458 788 EF 006 014

Widerquist, Karl
Building Aid Shortchanges the Big Cities: The Distribution of Building Aid to New York State School Districts, 1992-1999.
PUB DATE- 01
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Educational Facilities Improvement; Elementary Secondary Education; Public Schools; *State Aid; State School District Relationship; *Urban Schools
IDENTIFIERS- *New York

This study assesses the funding efforts of New York State's Building Aid program, and it shows that financial support for school district equipment and capital outlays has been less, over the last 7 years, for the state's "big five" school districts than for the average district in New York, and far less than for other districts of similar wealth. Study findings represent the school year periods from 1992-1993 to 1999-2000 and include 658 school districts, including the "big five" comprising Yonkers, New York City, Rochester, Syracuse, and Buffalo. Besides receiving less funding for equipment and capital needs, the study reveals that the "big five" have spent significantly less in these areas than other districts. Ultimately, this lack of funding is considered a significant problem since these districts have 40 percent of the state's student population. (GR)

ED 458 789 EF 006 015

Title 7: Education. Chapter 6: School Facilities Board Rules.
PUB DATE- 01
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Educational Facilities Design; *Educational Facilities Planning; Elementary Secondary Education; Money Management; Public Schools; *School Construction; *State Regulation
IDENTIFIERS- *Arizona; *Standardization

This document presents rules and policies governing and detailing facility design, construction, and funding for Arizona public schools. The document's six articles cover definitions, regulations on minimum school facility guidelines, square footage calculations, the process for deficiency corrections, new school and land funding, and allocation and use of contingency funds. Specific areas of a school facility discussed include the school site; classroom; libraries and media centers; cafeterias, auditoriums and multipurpose rooms; spaces for science, arts, and vocational and physical education; parent work space; and administrative space. The report also places some emphasis on fixtures and equipment, technology integration, communications, and materials and finishes. (GR)

ED 458 790 EF 006 016

Minimum School Space Requirements.
PUB DATE- 00

ED 458 810 FL 026 966

de la Fuente, Maria J.
Professionalizing Foreign Language Teaching in a Research Department.
PUB DATE- 01
NOTE- 24p.; Paper presented at the International Conference on Language Teacher Education (2nd, Minneapolis, MN, May 17-19, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Second Language Programs; College Students; *Educational Change; Higher Education; *Language Enrollment; *Professional Development; *Second Language Instruction; Second Language Learning; Spanish; Teacher Researchers; Teaching Assistants

This paper reports on a 2-year project carried out in a foreign language department at a research institution in the United States that intended to professionalize the language teaching faculty. A change in the university's core curriculum resulted in the implementation of the foreign language requirement for undergraduate students. This led to a growing demand for foreign language instruction, especially in Spanish. With this demand came the need to radically change the nature of the culture and literature-oriented research department and to redefine and restructure the department to meet the need for this increased instruction. The paper describes how the department and the faculty evolved as a result of the university's changing needs. It began with a few untrained teaching assistants and a few unqualified language speakers, hired on the basis of need, and evolved into a more professional language teaching track. The roles played by the different stakeholders are described. Major accomplishments of this transformation are presented, and the problems of this professionalization option are pointed out. Numerous data-rich tables detailing the issues and changes in the department are appended. (KFT)

ED 458 811 FL 026 967

Orr, J. Evelyn
Linguistic Perspectives on African American Vernacular English and Implications for the Language Arts Classroom.
PUB DATE- 00
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bidialectalism; *Black Dialects; Classroom Environment; High Stakes Tests; Higher Education; Nonstandard Dialects; *Sociolinguistics

This article outlines some basic linguistic principles that provide a foundation for the recognition of African American Vernacular English (AAVE) as a legitimate language system that is not only an asset to its speakers, but has also made valuable contributions to American society in terms of artistic expression of identity and community. The way in which teachers approach AAVE in the classroom can have a profound impact on the academic success of their students. Viewing AAVE as an asset to be built upon fosters a classroom culture that affirms students' identity and intellectual ability and increases the

Part of the Culture"; "Parents and Teachers"; "Discipline"; "Life at School"; and "Families." A "User's Guide" is also included. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (KFT)

ED 458 832 FL 801 470

You Can Help Your Children in School. Videotape .
PUB DATE- 01
NOTE- 0p.; Available in Amharic, Hmong, Russian, Somali, and Spanish.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- Amharic; *Cultural Education; English; English (Second Language); *Family School Relationship; Hmong; *Immigrants; *Parent Role; Refugees; Russian; Somali; Spanish; Uncommonly Taught Languages

This instructional video is designed for schools, teachers, community groups, and others, as a tool for use in communicating to refugee and immigrant parents. The video serves as a brief overview to the many facets of school which might be new or different for refugee or immigrant parents, including suggestions of what parents might do at home to support school learning. (KFT)

ED 458 833 FL 801 471

You Can Talk to Your Child's School. Videotape .
PUB DATE- 01
NOTE- 0p.; Available in Amharic, Hmong, Russian, Somali, and Spanish.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- Amharic; *Cultural Education; Elementary Secondary Education; English; English (Second Language); *Family School Relationship; Hmong; *Immigrants; *Parent Role; Refugees; Russian; Somali; Spanish; Uncommonly Taught Languages

This instructional video is designed for schools, teachers, and community groups as a tool for encouraging refugee and immigrant parents to communicate with their children's school. The video focuses on the willingness of school personnel to meet with parents to discuss their child's education needs. The video includes sample conversations between parents and school staff. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (KFT)

ED 458 834 FL 801 472

Johnson, Dora
An Annotated Bibliography of Second Language Acquisition in Adult English Language Learners.
PUB DATE- 01
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)

section, "Overview & Rationale," are: (1) "Observations on Assessing The First-Year Experience" (Peter Ewell); (2) "Assessing the First-Year Student Experience: A Framework" (M. Lee Upcraft and John H. Schuh); (3) "Collaboration: The Key to Visible and Credible Assessment Efforts" (Patrick T. Terenzini); (4) "Spurring Our Professional Curiosity about The First-Year Experience" (Karl L. Schilling); and (5) "Assessing the First Year at a Community College" (Trudy Bers). The second section, "Methods & Tools for Assessment," contains: (6) "Assessment of The First-Year Experience: Six Significant Questions" (Joseph B. Cuseo); (7) "Assessment Resources on the Web" (Randy L. Swing); (8) "Developmental Theory as a Basis for Assessment" (Nancy J. Evans); (9) "Technology-Supported Assessment" (Randy L. Swing); (10) "Using the SWOT Analysis To Assess a First-Year Program" (Brenda C. Moore); (11) "The Power of Benchmarking" (Glenn Detrick and Joseph A. Pica); (12) "Tools for Assessing the First-Year Student Experience" (George D. Kuh); (13) "Course-Evaluation Surveys and the First-Year Seminar: Recommendations for Use" (Joseph B. Cuseo); (14) "The Mystery Shopper Program: An Innovative Tool for Assessing Performance" (Charles Schroeder); (15) "Retention Research with a National Database" (Stephen R. Porter); (16) "The Role of Students in Assessment" (Catherine A. Palomba); and (17) "Closing the Loop: Assessment Data for Decision Makers" (Kinney Baughman and Randy L. Swing). The third section, "Program & Institutional Examples," contains: (18) "First-Year Experience Jeopardy" (Betsy O. Barefoot); (19) "Assessing Curricular Learning Communities" (Jodi H. Levine); and (20) "IUPUI--University College Assessment" (Trudy W. Banta). Section 4, "Conclusions & Recommendations," contains: (21) "Highlights from the 1999 and 2000 AAHE Assessment Conferences" (Linda Suskie); and (22) "The Jury Is In" (John N. Gardner). Each chapter contains references. (SLD)

ED 458 856 HE 034 505

Fiscal Year 2003 Higher Education Budget Recommendations. Implementing "The Illinois Commitment: Partnerships, Opportunities and Excellence."
PUB DATE- 01
NOTE- 229p.; For the 2002 budget recommendations, see ED 447 760.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Budgets; *Capital Outlay (for Fixed Assets); *Educational Finance; Educational Improvement; Grants; *Higher Education; *Operating Expenses; Partnerships in Education; Program Budgeting; *Resource Allocation
IDENTIFIERS- *Illinois; Reform Efforts

This document presents fiscal year 2003 budget recommendations for Illinois higher education operations, grants, and capital improvements. For operations and grants, general funds of $2,789.2 million are recommended, an increase of $100 million, or 3.7%. New funds are targeted to address the six goals of "The Illinois Commitment: Partnerships, Opportunities, and Excellence" with a focus on improving learning at all levels, enhancing the competitiveness of faulty and staff salaries, maintaining affordability, and meeting statutory funding requirements for the State Universities Retirement System. Capital improvement projects totaling $443.7 million are recommended, focusing on projects to protect the state's investment in existing facilities and ensuring adequate facilities to training, instruction, and research. Chapter 1 contains an executive summary, and chapter 2 discusses implementing "The Illinois Commitment," the state's educational reform initiative. Chapters 3 through 8 outline the operations and grants budgets for institutions and agencies. Chapters 9 through 12 describe capital improvements projects. An appendix presents related higher education data. (Contains 49 tables.) (SLD)

ED 458 857 HE 034 506

Keller, Michael
College Performance of New Maryland High School Graduates: Student Outcome and Achievement Report.
PUB DATE- 01
NOTE- 51p.; For the previous year's report, see ED 446 523.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Entrance Examinations; *College Freshmen; College Preparation; Educational Assessment; *High School Graduates; High Schools; Higher Education; *Outcomes of Education; Predictive Measurement; Private Education; Public Education; Student Evaluation; Tables (Data); Trend Analysis
IDENTIFIERS- *Maryland

This ninth annual Student Outcome and Achievement Report (SOAR) presents information about how well Maryland high school graduates have done in the initial year in college. The SOAR system collects information about the college performance of new high school graduates in Maryland, including remedial work needed in mathematics, English, and reading; grades in first mathematics and English courses; and cumulative grade point average. Data are drawn from the Scholastic Assessment Tests and the American College Testing program. This report looks at the college performance of students who graduated in the 1998-1999 school year who enrolled in the 1999-2000 academic year. All public 2-year and 4-year campuses in Maryland and 11 state-aided independent institutions participate in SOAR. The report contains four sections: (1) the college performance of students who did and did not complete the recommended core curriculum in high school; (2) factors affecting college performance; (3) trends in the college performance of high school graduates; and (4) the graduate rates of core and noncore students. (Contains 35 tables.) (SLD)

ED 458 858 HE 034 507

The Student Guide: Financial Aid, 2002-2003.
PUB DATE- 01
NOTE- 41p.; For the previous year's guide, see ED 446 703. For the Spanish version, see HE 034 684.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Federal Aid; Grants; Higher Education; Loan Repayment; *Paying for College; *Student Financial Aid; Student Loan Programs; Work Study Programs
IDENTIFIERS- Federal Direct PLUS Loan Program; Pell Grant Program; Perkins Loan Program; Stafford Student Loan Program; Supplemental Educational Opportunity Grants

This publication explains what federal student financial aid is

DESCRIPTORS- *Cultural Pluralism; *Library Personnel; *Library Services; Public Service; Social Bias; Training; Videotape Recordings
IDENTIFIERS- *Diversity (Groups); *Diversity Training

This videotape is intended to help library staff examine assumptions commonly made about people and realize that these assumptions can create barriers to outstanding public service. Designed for front-line and part-time staff, this 20-minute videotape showcases the basics of diversity training in the library. It uses scenarios taken directly from library workers' experiences, and proper reactions are discussed. By examining the scenarios and the solutions provided, viewers can see how to better serve their customers in this increasingly complex and diverse world. (AEF)

ED 458 879 IR 058 314

Miller, Elizabeth B.
The Internet Resource Directory for K-12 Teachers and Librarians. 2001-2002 Edition.
PUB DATE- 01
NOTE- 442p.; Published annually.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Bibliographies (131)
DESCRIPTORS- Curriculum Development; *Educational Resources; *Elementary Secondary Education; Information Sources; *Internet; Online Systems; *World Wide Web
IDENTIFIERS- Technology Integration; URLs; *Web Sites

Updated and expanded, the 2001-2002 edition of this directory is the eighth in a series of annual publications for identifying the most current, appropriate, and trustworthy Web sites for integration into the school curriculum. The directory presents a broad sampling of some of the best Internet resources for educators, school library media specialists, students, and parents. With 1,523 entries, this edition has 1,086 more entries than the original edition published in 1994, more than 270 new and updated entries since last year. All entries continue to remain selective and evaluative, rather than comprehensive. Annotated entries help users determine the more useful resources for their specific information needs and suggest ways to integrate resources in the curriculum. National and state standards provide benchmarks for learning for students, teachers, and parents. Whenever possible, online resources for national and state standards are listed at the beginning of each chapter. Cross-references have been added, making it simple to locate various resources on a single topic or theme. This directory is divided into 11 chapters, each addressing a different area of the K-12 curriculum. Curriculum area chapters include: "The Arts: Visual Art, Dance, Music, Theatre"; "Computer Science"; "Foreign Language Studies and Cultural Appreciation"; "Language Arts"; "Mathematics"; "Science"; "Applied Arts and Sciences: Vocational Education, Driver's Education, Family Life Education, Health & Safety, Horticulture, Physical Education, Sport Science, and Sports"; "Social Studies, Geography, and Social Sciences." Two chapters, "Resources for Educators" and "The School Library: The School Information Resource Center," contain professional information as well as lesson plans and general information specific to education, K-12 schools, and the school library media center. The "Reference" chapter focuses on resources that can be used across the curriculum. A free Web page (http://www.lu.com/lu/irdupdates.html) provides updates to all entries listed in the 2001-2002 edition. (Includes site and meet the needs of students. (Contains 186 references.) (NB)

ED 458 898 JC 020 005

Bugay, David Paul
The Five Week Class of the University of Phoenix Corporate Model Can Be Utilized by Community Colleges.
PUB DATE- 00
NOTE- 270p.; Doctor of Philosophy Dissertation, The Union Institute Graduate College (Ohio).
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Acceleration (Education); Adult Learning; *Community Colleges; *Flexible Scheduling; Nontraditional Education; Scheduling; School Schedules; Special Degree Programs; *Time Factors (Learning); *Time to Degree; Two Year Colleges
IDENTIFIERS- *University of Phoenix AZ

This paper argues that community colleges can increase their enrollment by offering 5-week courses that cover the same material as 15-week courses. Changing how they schedule classes will help community colleges to meet the changing needs of the students they serve. The paper analyzes the University of Phoenix (UP) (Arizona), which serves a part-time student population similar to that of a community college, as a model for the alternative course structure. At UP, students attend classes one night a week for 50 weeks of the year and accumulate a total of 30 credit hours, compared with the 12 to 16 credit hours that would be accumulated at that rate in a community college. Enrollment at UP is growing by 20% to 25% a year, while the rest of higher education grows at a 1% to 2% annual rate. UP is attempting to recruit community colleges to funnel their working students to UP programs once they have earned an associate degree at the community college. Critics are particularly concerned about the high number of UP's part-time faculty members, and the limited access to faculty for students. (Contains 176 references.) (NB)

ED 458 899 JC 020 006

Dee, Jay R.
Organizational Support for Innovation: Perspectives of Community College Faculty.
PUB DATE- 99
NOTE- 163p.; Doctor of Philosophy Thesis, University of Iowa.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *College Faculty; *Community Colleges; Educational Change; Educational Environment; *Educational Innovation; *Faculty College Relationship; Teacher Attitudes; Two Year Colleges

This study examined the relationship between dimensions of organizational climate and support for innovation in community colleges. Faculty members from an urban community college with an international reputation for innovation completed questionnaires designed to measure perceived support for innovation and climate-related variables. Respondents, in aggregate, perceived high levels of support for innovation. Perceptions did not vary in terms of respondents' gender, age, education level, racial identification, tenure in current position, or employment status. Faculty with more years of professional experience reported higher levels of support for

IDENTIFIERS- *Saskatchewan Institute of Applied Sci and Techn

As part of its annual planning process, Saskatchewan Institute of Applied Science and Technology (SIAST) conducts a number of formal and informal consultations with various stakeholders to research training needs that are not currently met by the SIAST. The main purpose of the SIAST Urban Training Needs Assessment (SUTNA) 2000 Report is two-fold: to gather information identifying training needs specific to each of the four SIAST campuses (Saskatoon, Regina, Moose Jaw, and Prince Albert), and to gather information relevant to province-wide training needs. The report includes the following six sections: (1) introduction, objective, and methodology; (2) demographic and economic information; (3) summaries of relevant studies and reports; (4) summaries of training needs assessment consultations; (5) summaries of reports of CSCES (Canadian Saskatchewan Career and Employment Services); and (6) impacts on SIAST. Highlights of findings include: (1) The Forestry Industry expects to add between 3,000 and 3,500 directly related jobs in the next 3-5 years, and guidelines for training a workforce for this expansion include increased Aboriginal participation in the forestry sector and better planning for environmental concerns; and (2) the tourism industry is currently the single largest industrial sector in Saskatchewan, employing about 42,000 full- and part-time workers and generating about $1.4 billion in visitor expenditures. Employers experience up to 300% turnover annually, yet employers often do not consider job training to be a priority. Contains numerous charts and tables. (NB)

ED 458 919 JC 020 039

SIAST Leavers Study, 1998-99: Why Do Our Students Leave?
PUB DATE- 00
NOTE- 53p.; Prepared by SIAST Planning, Research, and Development Division, Institutional Research Office.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Persistence; Attrition (Research Studies); Community Colleges; *Dropout Characteristics; Dropout Prevention; *Dropout Research; *Dropouts; Foreign Countries; Potential Dropouts; *School Holding Power; *Student Attrition; Two Year Colleges
IDENTIFIERS- *Saskatchewan

This is a study of the dropout rate during the 1998-99 academic year at Saskatchewan Institute of Applied Science and Technology (SIAST). A total of 1,025 of 7,174 students (14%) withdrew from their program of study before the end of the year. This report categorizes the reasons for leaving as follows: (1) exited by institute; (2) personal reasons; (3) financial reasons; (4) health reasons; (5) employment reasons; (6) deceased; (7) reason not given; and (8) other reason. (These categories were found to be too broad, and were then expanded into 24 different categories.) The top three reasons for withdrawal from the SIAST system were: (1) exited by institute; (2) failed requirements; and (3) absenteeism. The campus with the highest withdrawal rate was Woodland Meadow Lake, with a withdrawal rate of 49%. The top three reasons for withdrawal at Woodland were: (1) absenteeism; (2) employment; and (3) exited by institute. Sixteen percent of first-year students withdrew from their programs, while only 3% of third-year students withdrew. Twenty-three percent of all systemwide dropouts were exited by the institution, while 9% chose to leave because of program difficulty. Twenty percent of the

DOCUMENT RESUME

```
* WORK ORDER#:1047958  * OPER:LXB * DATE:04/29/02 * VOL:            */DOCRES01
* RESTART:FICHE     2    2 CKPT:    1     1387     8   0    1    0  0
```

Gentile, Douglas A.; Walsh, David A.
MediaQuotient TM : National Survey of Family Media Habits, Knowledge, and Attitudes.
PUB DATE- 99
NOTE- 103p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescents; Children; *Family Attitudes; Family Environment; Films; Internet; *Mass Media Effects; *Mass Media Use; Popular Music; Printed Materials; Television Viewing; Video Games
IDENTIFIERS- Computer Use; *Media Habits; Media Literacy

This study examined family media habits, including the use of television, movies, videos, computer and video games, the Internet, music, and print media. The study was conducted by mail with telephone follow-ups, surveying a national random sample of 527 parents of 2- to 17-year-olds who completed MediaQuotient questionnaires. Findings were organized into areas of media habits and attitudes, the connection between media habits and school performance, and the connection between media habits and media effects. Key findings include the following: (1) over half of parents of 2- to 17-year-olds have seen effects of violent video games, television, and movies on their children; (2) although parents expressed concern and children are using media for many hours each day, only 58 percent of parents have rules about how much TV may be watched, only 34 percent "always" or "often" use the TV rating system to help choose what programs their children may watch, and only 40 percent "always" or "often" look at the industry ratings before renting or buying computer or video games; (3) families that use electronic media less and read more have children who perform better in school, and families who have the TV on during meals more frequently have children who perform more poorly in school; and (4) parents who report that their children like to read more are also more likely to report having seen media have a positive effect on their children. Based on findings it was concluded that wise use of media can help develop knowledge and skills, as well as provide engaging entertainment; unwise use can be harmful. (The parent questionnaire is appended.) (HTH)

ED 458 939   PS 029 884

Children Entering School Ready To Learn: School Readiness Baseline Information. Final Report. School Year 2000-01 by State and County.
PUB DATE- 01
NOTE- 116p.; For the preliminary report, see ED 450 920.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Comparative Analysis; Counties; Disabilities; Kindergarten; *Kindergarten Children; Learning Readiness; Primary Education; Program Evaluation; *School Readiness; *School Readiness Tests; Sex Differences
IDENTIFIERS- *Maryland; Work Sampling System (Meisels)

In order to better establish baseline information on the social, physical, linguistic, and cognitive skills of children entering

DESCRIPTORS- Change Strategies; Elementary Education; *English (Second Language); *Limited English Speaking; Outreach Programs; Parent Attitudes; *Parent Participation; *Parent School Relationship; Parent Student Relationship; *Parents; Second Language Learning; Surveys

Noting that one of the most challenging tasks educators face in improving parent involvement, particularly among parents of English as a Second Language (ESL) students, this paper describes categories of parent involvement, examines several barriers to parent involvement, and offers suggestions for improving parent involvement. Suggestions for improving involvement of ESL parents include offering ESL, bilingual, or family literacy programs to the families; using bilingual staff; translating all school communications with families; and integrating bilingual and multicultural materials in school displays. Appended is a copy of a survey for parents (in English and Spanish versions) regarding preferences for parent involvement in their child's education. (Contains 10 references.) (KB)

ED 458 957 PS 029 915

Wylie, Cathy; Thompson, Jean; Lythe, Cathy
Competent Children at 10: Families, Early Education, and Schools.
SPONS. AGENCY- Ministry of Education, Wellington (New Zealand).
PUB DATE- 01
NOTE- 306p.; For a summary of this report, see PS 029 916.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110), Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Adult Child Relationship; Child Responsibility; *Children; *Competence; Curiosity; Early Childhood Education; Educational Experience; Family Environment; *Family Influence; Family School Relationship; Foreign Countries; Interpersonal Communication; Interpersonal Competence; Longitudinal Studies; *Peer Relationship; Persistence; Problem Solving; Psychomotor Skills; Sex Differences; *Student Interests; Student Motivation; Tables (Data); Teacher Attitudes
IDENTIFIERS- *Competent Children Project (New Zealand); Ethnic Differences; Leisure Activities; New Zealand

This report is the fourth from the Competent Children project that is following a sample of children in the Wellington region of New Zealand from their early education experience into adulthood. The main aim of the project is to chart the contributions to children's progress made by family resources, early childhood education, school experiences, children's interests and activities in the home or outside school, and peer relationships. This report describes the children's progress and lives at the age of 10 years in 10 areas of knowledge, skill, and dispositions: (1) literacy; (2) mathematics; (3) communication; (4) perseverance; (5) social skills with peers; (6) social skills with adults; (7) individual responsibility; (8) logical problem solving; (9) curiosity; and (10) fine motor skills. Among the main findings were that most children were comfortable in their school environment, were good at making and keeping friends, needed adult intervention to work with other children over a period of time, and had progressed in reading and problem solving. Children starting school with low competency were more likely to improve if their parents were highly educated or if their family had a high income, while high-achieving students

Bailey); (2) "Changing Realities--Changing Research" (Sharon L. Kagan and Samantha Wechsler); (3) "Helping Things Come out Much Better: Understanding the Students' Perspective in an Early Childhood Vocational Education Program" (Rachel Theilheimer); (4) "Using Climate Assessment To Improve the Quality of Work Life in Early Childhood Programs" (Paula Jorde Bloom); (5) "The Rhetorics of Adult and Child Play Theories" (Brian Sutton-Smith); (6) "How Preservice Early Childhood Education Teachers Understand Play and the Uses of Sutton-Smith's Rhetorics of Progress and Phantasmagoria in Teacher Education" (Mary S. Rivkin); (7) "Rhetoric of the Imaginary/Children's Phantasmagoria and Rhetoric of Play as Progress: A Study of Persistence and Facilitation" (Mary G. Fryer); (8) "Implications of the Rhetoric of Play as Progress for Preservice and Inservice Teachers" (Anastasia P. Samaras); (9) "Reflections on Rhetoric and Rhetorics Redux" (Greta G. Fein); and (10) "Play Research and the Early Childhood Profession" (Stuart Reifel). Each chapter contains references. (KB)

ED 458 974 PS 029 935

Reifel, Stuart, Ed.; Brown, Mac H., Ed.
Early Education and Care, and Reconceptualizing Play. Advances in Early Education and Day Care.
PUB DATE- 01
NOTE- 330p.; For volume 10 in the Advances in Early Education and Day Care series, see PS 029 934.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Caregiver Child Relationship; Constructivism (Learning); Cultural Differences; Cultural Pluralism; *Day Care; *Early Childhood Education; Emergent Literacy; Ethics; Models; Moral Issues; *Play; Preschool Curriculum; Professional Development; Teacher Student Relationship; Theories; Units of Study; *Young Children
IDENTIFIERS- Caring; Day Care Quality; Globalization; Play Learning; Story Writing

Providing a forum for current thought about the field of early education and care, this book reviews efforts worldwide to educate young children. The book examines child care quality, presents a cultural feminist perspective on caregiving, discusses curricular issues, and considers the role of play in early childhood practice. The chapters are: (1) "Globalization and Its Discontents: Early Childhood Education in a New World Order" (Sally Lubeck, Patricia A. Jessup, and Abigail M. Jewkes); (2) "Child Care Quality: A Model for Examining Relevant Variables" (Eva L. Essa and Melissa M. Burnham); (3) "Professional Development and the Quality of Child Care: An Assessment of Pennsylvania's Child Care Training System" (Joyce Iutcovich, Richard Fiene, James Johnson, Ross Koppel, and Frances Langan); (4) "Professional Caring as Mothering" (Noelene McBride and Susan Grieshaber); (5) "The Thematic Unit: Old Hat or New Shoes?" (C. Stephen White, Greta G. Fein, Brenda H. Manning, and Anne Daniel); (6) "'Air Is a Kind of Wind': Argumentation and the Construction of Knowledge" (Sue Dockett and Bob Perry); (7) "'We Don't Play That Way at Preschool': The Moral and Ethical Dimensions of Controlling Children's Play" (Mac H. Brown and Nancy K. Freeman); (8) "The Dangerously Radical Concept of Free Play" (David Kuschner); (9) "Play and Diverse Cultures: Implications for Early Childhood Education" (Jaipaul L. Roopnarine and James E. Johnson); (10) "Under the Lens: The Play-Literacy Relationship in Theory and Practice" (Kathleen A. Roskos and James F. Christie); and (11) "The Play on other issues affecting Wilmington's children is also presented: food stamps, welfare reform, domestic violence, HIV/AIDS, and environmental hazards. Findings from a survey of eighth and eleventh graders regarding alcohol, tobacco, and drug use are then summarized. The remainder of the report presents the data tables for each indicator. (KB)

ED 458 992 PS 029 958

Brickman, Nancy Altman, Ed.
Supporting Young Learners 3: Ideas for Child Care Providers and Teachers.
PUB DATE- 01
NOTE- 397p.; A Third Collection of Articles from "Extensions," the Newsletter of the High/Scope Curriculum. For Supporting Young Learners 2, see ED 400 996.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Development; Computer Uses in Education; *Curriculum Development; Day Care; Developmentally Appropriate Practices; *Early Childhood Education; *Educational Environment; Kindergarten; Outdoor Education; *Parent Participation; Teacher Role; *Teacher Student Relationship; Young Children
IDENTIFIERS- *Daily Routines; High Scope Educational Research Foundation MI

The High/Scope Curriculum is a developmentally based approach to early childhood education. This curriculum's "Extensions" newsletter, in which the articles in this collection first appeared, informs curriculum users about new development, relating to the High/Scope "open framework" curriculum. This collection divides the articles into eight chapters. Chapter 1, "Supportive Adult-Child Interaction," includes articles on encouraging group problem solving, rules and limits, persona dolls as discussion starters, and superhero play. Chapter 2, "Materials and Environments for Active Learners," considers computer use, materials for infants and toddlers, and gardening. Chapter 3, "Learning and Exploring throughout the Daily Routine," presents articles on arrivals and departures for infants and toddlers, reading throughout routines, small group interaction strategies, and pretend play. Chapter 4, "Key Experiences in the Preschool Classroom," contains articles on reading, message boards, promoting outdoor experiences, children's art, dramatic arts, and movement. Chapter 5, "Meeting the Needs of All Children," presents articles on supporting children's home language, classroom adaptations for children with special needs, and High/Scope strategies for specific disabilities. Chapter 6, "Active Learning in the Elementary Grades," focuses on hands-on materials, children's interests, drama, art, and parent-teacher conferences. Chapter 7, "Collaborating with Parents," includes articles on parent involvement opportunities, parent conferences, and involving parents in curriculum planning. Chapter 8, "Team Planning, Assessment, and Staff Development," contains articles on planning around children's interests, assessing program quality through classroom observations, and mentoring. Appended is a list of books and audiovisual material published by the High/Scope Press. (KB)

ED 458 993 PS 029 962

assist health administrators, legislators, and family advocates in their efforts to improve the health and safety of children statewide. Data are presented for the most current year available and a comparative year (usually 1995) as a benchmark. The following indicators are used: (1) insurance coverage; (2) infant mortality; (3) low birth-weight infants; (4) immunization rates; (5) communicable diseases; (6) environmental health; (7) dental health; (8) early intervention; (9) child abuse and neglect; (10) deaths due to injury; (11) alcohol, tobacco, and substance abuse; (12) physical fitness; (13) obesity; and (14) teen pregnancy. Grades are assigned for each indicator based either on the percentage change in an indicator's current data in relation to the same indicator in a prior year, or on a general consensus among the sponsoring organizations. The report notes that for several indicators--including infant and child death rates, uninsured rates, the immunization rate--the data are the best ever reported. However, for several other indicators--including child abuse and neglect, child abuse homicides, asthma, obesity in low-income children, and the use of alcohol, tobacco, and illegal substances--the data remain extremely worrisome. The report concludes with data notes and definitions. (HTH)

ED 459 011 PS 030 179

Adventures in Parenting: How Responding, Preventing, Monitoring, Mentoring, and Modeling Can Help You Be a Successful Parent.
SPONS. AGENCY- Robert Wood Johnson Foundation, Princeton, NJ.
PUB DATE- 01
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; Behavior Development; *Child Rearing; Children; Developmental Stages; Discipline; Infants; Mentors; Modeling (Psychology); *Parent Child Relationship; Parent Education; Parent Materials; *Parents; Prevention; Toddlers
IDENTIFIERS- Parental Supervision

This guide presents RPM3, a no-frills approach to parenting. The acronym RPM3 stands for Responding to your child in an appropriate manner, Preventing risky behavior problems, Monitoring your child's contact with his or her surrounding world, Mentoring your child to support and encourage desired behaviors, and Modeling your own behavior to provide a consistent, positive example for your child. The RPM3 approach offers research-based guidelines for being an effective, consistent, active, and attentive parent. Following an introduction, the first part of the guide details each element of the approach. The second part of the guide then illustrates each of these steps in action for parenting children at 3 age levels: 0-3 years, 4-10 years, and 11-14 years. The sections for these age groups each include a scenario in which the parent exhibits the appropriate behavior, and questions to consider while reading the scenario. (Contains 14 references.) (HTH)

ED 459 012 RC 022 599

Cartmel, Fred; Furlong, Andy
Youth Unemployment in Rural Areas. Work and Opportunity Series.
PUB DATE- 00

the other depending on which community she is dealing with. She also is a member of the educational community and maintains connections with town councils, educational associations, and various government bodies. Her authority in the professional community derives from her formal education qualifications; her ability to code switch from Aboriginal English to standard English; and the fact that she is an "authentic" Aboriginal, meaning that she was not removed from her family as were may Aboriginal children of the 1950s "stolen generation." In an interview, Roberts reflects on the universality of Indigeneity and how she has been influenced by Indigenous people in New Zealand, Canada, and the United States. (Contains 25 references.) (TD)

ED 459 029 RC 023 237

Wortham, Stanton, Ed.; Murillo, Enrique G., Jr., Ed.; Hamann, Edmund T., Ed.
Education in the New Latino Diaspora: Policy and the Politics of Identity. Sociocultural Studies in Educational Policy Formation and Appropriation.
PUB DATE- 02
NOTE- 275p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Research/Technical (143)
DESCRIPTORS- Acculturation; Bilingual Education; Community Attitudes; *Community Change; Community Relations; Educational Change; *Educational Policy; Educational Practices; Elementary Secondary Education; Equal Education; *Ethnic Relations; Ethnicity; Ethnography; *Hispanic Americans; Immigrants; Mexican American Education; *Politics of Education
IDENTIFIERS- *Latinos; *Newcomers; Policy Implementation

Many immigrant Latino families are settling in U.S. communities that previously had little Latino presence. Through case studies of such communities in Georgia, North Carolina, Maine, Colorado, Illinois, and Indiana, this book describes relations between host communities and newcomers, with particular focus on educational policy formation and implementation as communities and newcomers struggle to define themselves and to meet new educational needs. Following a foreword by Bradley A. U. Levinson, the 11 chapters are: "Education and Policy in the New Latino Diaspora" (Edmund T. Hamann, Stanton Wortham, Enrique G. Murillo, Jr.); "Reinventing 'Educacion' in New Latino Communities: Pedagogies of Change and Continuity in North Carolina" (Sofia Villenas); "Recent Language Minority Education Policy in Georgia: Appropriation, Assimilation, and Americanization" (Scott A. L. Beck, Martha Allexsaht-Snider); "Un Paso Adelante?: The Politics of Bilingual Education, Latino Student Accommodation, and School District Management in Southern Appalachia" (Edmund T. Hamann); "The New Paths of Mexican Immigrants in the United States: Challenges for Education and the Role of Mexican Universities" (Victor Zuniga, Ruben Hernandez-Leon, Janna L. Shadduck-Hernandez, Maria Olivia Villarreal); "Gender and School Success in the Latino Diaspora" (Stanton Wortham); "Fragmented Community, Fragmented Schools: The Implementation of Educational Policy for Latino Immigrants" (Elias Martinez); "Lowrider Art and Latino Students in the Rural Midwest" (Karen Grady); "Policy Design as Practice: Changing the Prospects of Hispanic Voices" (Michael Brunn); "How Does It Feel To Be a 'Problem'?: 'Disciplining' the Transnational Subject in the American South" (Enrique G. Murillo, Jr.); and "The New Latino Diaspora and Educational amount equal to 44 percent of a typical day-laborer's wage. This paper evaluates the program's effect on enrollment in 1998-2000, during which the program was implemented randomly in 314 of the 495 poorest rural villages in central and southern Mexico. Analysis focused on a panel sample of 19,716 children who could be followed and matched in five household surveys conducted between October 1997 and November 1999. Before the program started, Progresa villages and control villages did not differ significantly in enrollment rates of poor children. In the 3 survey rounds collected after September 1998, Progresa had a significant impact on the enrollment of each group of children who had completed grades 1-6 the previous year, with differences often greater for girls than boys. The cumulative cohort effect on schooling attainment was estimated to be 0.66 years. Progresa also significantly reduced the poor-nonpoor inequality in enrollment rates for grades 4-6. An appendix analyzes Progresa's effects on child labor and fertility rates. (Contains 29 references, 24 footnotes, 24 tables, and 4 figures.) (SV)

ED 459 047 RC 023 259

Keyes, Marian C.; Gregg, Soleil
School-Community Connections: A Literature Review.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Church Role; *Community Involvement; *Educational Cooperation; Elementary Secondary Education; Information Technology; Internet; Parent School Relationship; *Partnerships in Education; Rural Urban Differences; *School Community Relationship; Service Learning; Social Capital
IDENTIFIERS- Access to Technology; *Place Based Education; *Technology Role; Technology Utilization

This literature review surveys the varieties and purposes of connections between schools and communities, from home-school relationships to schools as social service centers and communities as school curricula. It explores the benefits of school-community connections to students, communities, and schools. It describes the processes by which productive relationships form and identifies obstacles to their formation. It outlines the features common to successful collaborations between schools and communities and examines evidence of their success. The review compares and contrasts the ways rural and urban contexts influence the nature of relationships between schools and communities, considers the role faith-based organizations may play in building connections, and explores the value of technology in creating and strengthening relationships. Finally, this paper points to areas for further exploration, such as developing indicators of readiness for school-community collaborations, documenting the ways technology is and can build and reinforce relationships, broadening the definition of community to include communities of interest and influence that extend beyond physical boundaries, and designing evaluation methods that include the concerns of collaborators and may be implemented by them. (Contains 126 references.) (Author)

ED 459 048 RC 023 260

investigation and final conclusion. In this program, the treehouse detectives learn that many of the neighborhoods in the city are experiencing a problem with dogs barking late at night and early in the morning. The program includes a visit by the treehouse friends to various NASA researchers, an audiologist, a veterinarian, and classroom teachers. Students learn about sound: what it is, how it is transmitted, and how people and animals hear. Students also learn about collecting and analyzing data. This teacher guide includes a program overview as well as science, mathematics, and educational technology concepts related to the National Standards. Each 15-minute program segment is described along with objectives, key vocabulary, suggestions for the most effective use of the videos and Web site in the classroom, and resources. In addition, each segment is accompanied by activities and worksheets. (PVD)

ED 459 067 SE 065 299

The NASA "Why?" Files: The Case of the Electrical Mystery. Program 3 in the 2000-2001 Series.
PUB DATE- 00
NOTE- 60p.; Accompanying videotape not available from ERIC. For other documents in the series, see SE 065 297-300.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Educational Technology; Electricity; Elementary Education; *Elementary School Science; *Enrichment Activities; Inquiry; *Instructional Materials; National Standards; Power Technology; Problem Solving; Science Instruction; *Scientific Methodology
IDENTIFIERS- *Lightning; *National Aeronautics and Space Administration

The National Aeronautics and Space Administration (NASA) has produced a distance learning series of four 60-minute video programs with an accompanying Web site and companion teacher guide. This teacher guide accompanies the third video in the series. The story line of each program involves six ethnically diverse, inquisitive schoolchildren who meet in a treehouse. They seek the solution to a particular problem, and the NASA "Why?" Files series follows them through the steps of their investigation and final conclusion. In this program, many neighborhoods lose electrical power during a severe storm. After the storm, the treehouse detectives notice that the houses across the street from them remain without power, even though power was quickly restored to all other residences. In this part of the series, students learn about static electricity, sources of power for electricity, and components of a circuit. The teacher guide includes a program overview as well as geography, science, mathematics, and educational technology concepts as related to the National Standards. Each 15-minute program segment is described along with objectives, key vocabulary, suggestions for the most effective use of the videos and Web site in the classroom, and resources. In addition, each segment is accompanied by activities and worksheets. (PVD)

ED 459 068 SE 065 300

The NASA "Why?" Files: The Case of the Challenging Flight. Program 4 in the 2000-2001 Series.
PUB DATE- 01

It may be true that global wars such as World Wars I and II are not very likely to break out in the near future, but during the last decennia all over the world violent local and regional conflicts have flared up. These conflicts, without exception, have a common denominator--a cultural component. They all have been triggered by ethnic, linguistic, or religious tensions, or by general cultural contrasts. This paper discusses, in general, interactions between cultures, noting the competition, distrust, fear, and violence that arise when cultural groups collide. To combat these cultural conflicts, the paper recommends an international code of conduct embedded in an "International Cultural Charter" to be underwritten by as many members of the international community as possible. Specifically, the charter should put down rules such as a person's right to use a native language in education, practice c religion, and have full access to and use of a cultural heritage and cultural industry. (BT)

ED 459 091 SO 033 038

Hilton, Lewis B., Ed.
Missouri Journal of Research in Music Education, 1962-1966.
PUB DATE- 66
NOTE- 355p.; For other issues of this journal, see SO 033 039-049. Some text may not reproduce well. Published annually.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Applied Music; *Classroom Techniques; Curriculum Development; Elementary Secondary Education; Higher Education; *Music Activities; *Music Education; *Music Teachers; *Scholarship
IDENTIFIERS- *Missouri; Music History

The research projects reported in this bulletin represent the scope of thinking being done by those in the music teaching field, by college students, and by students in Missouri's secondary schools. Articles in Volume 1, Number 1 are: "Toward the Development of a Music Curriculum Based on the Maturation of the Child" (A. Kitto); "Musical Values and the String Class" (J. Lang); "The Slow Learner in the High School General Music Class" (A. Olsen); "Music for the Academically Talented High School Student" (M. H. Wurtz); "Instrumental Music and the Cerebral Palsied Child" (W. H. Knirr); "Research and Progress in the Allied Arts" (D. G. Bowling; L. Karel); "Survey of Musical Style for Band" (D. K. Anderson); "Principal Instrumental Forms of the Baroque Era" (W. Morie); "Trends in Piano Class Instruction 1815 to 1962" (W. H. Richards); "Musical Taste as Indicated by Records Owned by College Students with Varying High School Music Experiences" (T. E. Birch); "A Study in Improving the Interpretation of Selected Arias from Standard Operas" (P. W. Walker); and "A Method of Teaching Elementary Vocal Music Reading Based on Principles of Fixed Pitch" (A. M. Geders). Articles in Volume 1, Number 2 are: "Directions for Improvement of Research in Music Education" (C. A. Burmeister); "Twentieth Century Music for Elementary School Children" (B. Thompson); "Teaching Music Classes through Closed-Circuited Television" (R. O. Garcia); "Report on the Ford Foundation Composer Project in University City" (D. Morrill); "Sixteenth Century Polyphony" (S. Dorn); and "The Philosophies and Attitudes of Selected Music Teachers toward Music Education" (M. O. Johnson). Articles in Volume 1, Number 3 are: "Status Studies and Recommendations of the Missouri Music Educators College and University Division in the Areas of Music History Teaching, Music Theory Teaching, and experiences, and unique insight into the national character. Using several social studies and geography standards as a framework for planning, this book offers teachers instructional activities for learning more about the lifeblood of communities--their traditions, beliefs, social and economic forces, religion, and ethnicity. The first half of the book contains descriptions of activities in which students visit cemeteries and historic sites, compose a local history, study architectural and housing patterns, review old photographs, conduct interviews, interpret maps, write their own family history, and create a community image. The second half of the book features a collection of highly successful state and nationally recognized projects that represent best practices in local history. It is suggested that these model activities are great starting points for teachers who want to develop their own local history projects. (BT)

ED 459 109 SO 033 171

Lessons of Liberty: Veterans Day 2001 Teacher's Guide.
PUB DATE- 01
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Armed Forces; Elementary Secondary Education; *Military Service; Program Development; *Recognition (Achievement); Social Studies; *Veterans; War
IDENTIFIERS- *Celebrations; Flags; Veterans Administration; *Veterans Day

This teacher's guide helps teachers plan a class program for Veterans Day. The guide contains the following components (many with activities): "History of Veterans Day"; "Veterans Day National Ceremony"; "Suggested Veterans Day Programs"; "America's Wars (Statistics)"; "Fly Your Flag Regularly and Correctly"; "Respecting Your Flag"; "Correct Method of Folding the United States Flag"; "Who Said It? (Quotation Match)"; "Can You Fold This Flag? (Coloring Project)"; "Attack on Pearl Harbor 60th Anniversary (Essay Topic)"; "The Veterans History Project"; "Answers to 'Who Said It?'"; and "A Message from the President of the United States." (BT)

ED 459 110 SO 033 172

Sunal, Cynthia Szymanski; Haas, Mary Elizabeth
Social Studies for the Elementary and Middle Grades: A Constructivist Approach.
PUB DATE- 02
NOTE- 480p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Techniques; Concept Formation; *Constructivism (Learning); Elementary Education; *Global Approach; Middle Schools; *Social Studies; Teacher Role
IDENTIFIERS- Knowledge Development; *Meaningful Learning

Meaningful learning of social studies content, skills, and values through a constructivist approach is this textbook's approach. The textbook is designed to help teachers facilitate students' development into problem-solvers and decision-makers who take an active role as citizens of their world. It is designed to upper secondary level for both boys and girls. To assist policymakers and planners in their consideration of many complex decisions, including future international financial assistance, this study evaluated Thailand's system of secondary education and skills development. The study encompassed various background studies commissioned on key aspects of the system and followed a collaborative approach. This report is divided into the following chapters: (1) "Overview of the Thai Context" (Macroeconomic Environment, Trends in Thailand's Human Capital Stock); (2) "Impetus for Change" (Global Market Forces and Implications for Skills Needed, Legislative Basis for Education Reform); (3) "Governance and Administration" (Role of the Central Administration; Role of Local Authorities and Training Institutions in a Devolved System, Role of Private Providers); (4) "Using Market Forces to Guide Decisions"; (5) "Promoting Quality of Educational Outcomes" (Establishing Content and Performance Standards for Students, Measuring Student and School Performance, Harnessing Technology, Supporting Teacher and Principal Capacity); and (6) "Finance and Equity Issues." Contains 19 figures and a 39-item bibliography. (BT)

ED 459 130 SO 033 434

Thailand--Secondary Education for Employment, Volume II: Background Papers.
PUB DATE- 01
NOTE- 109p.; For Volume I, see SO 033 433.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Cultural Context; Developing Nations; Educational Research; Foreign Countries; *Labor Force; *Private Education; *Secondary Education; *Skill Development; *Vocational Education
IDENTIFIERS- Educational Issues; Organizational Research; *Thailand

This report, a series of three background papers, was prepared as part of the Thailand Secondary Vocational Education Sector Study. The first background paper, "Intro Changing Workplaces, Changing Skills: Views from the Thai Private Sector on Work-Organization, Employee Recruitment and Selection" (Charles Abelmann, Lee Kian Chang, Pinchuda Tinakorn Na Ayudhaya), looks beyond schooling to where graduates actually go to work by examining how 20 establishments actually recruit and select workers in this increasingly global economy. To better understand private sector views on the issue of skills for competitiveness, the background paper is based on in-depth case studies of a variety of different workplaces. The second background paper, "Private Vocational Education in Thailand" (Richard Johanson, Werawat Wanasiri), reviews private vocational education and training in Thailand. Part 1 describes the system and its various components. Part 2 evaluates the system in terms of relevance, quality, and efficiency and identifies strengths and weaknesses. Part 3 looks at implications of the New Education Law (1999) on private vocational education. Part 4 discusses four policy challenges and offers some policy options for the future. The third background paper, "Changing Returns to Education in Times of Prosperity and Crisis: Private Vocation Education in Thailand" (Joshua D. Hawley), uses data from Thailand's National Labor Force Surveys to show that the educational composition of the labor force changed significantly between 1985 and 1998. Each paper contains data, notes, and references. (BT)

ED 459 131 SO 033 435

of their lessons after they are taught, though only 17 percent maintain a log or journal of reflections about their teaching. About 35 percent rarely or never use the same activities for all their classes, while 22 percent frequently or always do. Though most teachers seek new ideas about teaching through staff development and/or graduate classes, only half feel they are offered regular staff development opportunities on reflective teaching. Only 18 percent of teachers seek feedback from their students about lesson effectiveness. Nearly 80 percent say their easiest lessons are those in which they are most interested, and 75 percent believe that focusing on student achievement on state tests sometimes, almost always, or always limits their creativity. Most educators consider themselves reflective. About 40 percent judge lesson success in terms of their students. Responses differ significantly between elementary and secondary teachers in 8 of 18 statements. (SM)

ED 459 149 SP 040 367

Fairhurst, Genevieve; Gibbs, William; Jain, Pankaj; Khatete, David; Knamiller, Gary; Welford, Geoff; Wiegand, Patrick
The Effectiveness of Teacher Resource Centre Strategy. Full Report. Education Research.
PUB DATE- 99
NOTE- 259p.; Edited by Gary Knamiller.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Quality; *Educational Resources; Elementary Secondary Education; *Faculty Development; Foreign Countries; *Inservice Teacher Education; Program Effectiveness; Teacher Effectiveness; *Teacher Improvement
IDENTIFIERS- India; Kenya; Nepal; Zambia

During 1997-98, a research team from the University of Leeds investigated the effectiveness of teacher resource centers (TRCs) as a strategy for teacher development in developing nations. The study included a literature review and fieldwork in four countries (India, Kenya, Nepal, and Zambia). The study examined the extent to which TRCs helped improve the environment for learning in schools and the quality of teaching and learning in classrooms. It also examined issues surrounding TRCs and how TRCs were affected by those issues. Data collection involved literature reviews and observations and interviews at TRCs and in schools in the four countries. Results indicated that it was very difficult for TRCs to achieve their goal of improving teachers' classroom performance and thus positively impacting teaching and learning, because they were detached from work at schools. Overall, the TRCs and their inservice courses were used very little in all four countries and made little significant contribution to improved teaching and learning in schools. Teachers had to leave their classes to go to TRC activities, so the TRCs actually contributed to teacher absenteeism. Sustainability depended on outside resources, particularly international donors. (Contains 227 references.) (SM)

ED 459 150 SP 040 368

Garrett, R. M.
Teacher Job Satisfaction in Developing Countries. Educational Research Supplemental Series (G).
PUB DATE- 99
NOTE- 21p.; Contains small print.

typical response of adding a course or two on multicultural education without altering the established teacher education curriculum cannot meet the goal of culturally responsive teaching. Five chapters focus on: (1) "The Shifting Demographic Landscape"; (2) "Developing Fundamental Orientations for Teaching a Hanging Student Population"; (3) "Fostering Culturally Responsive Teaching"; (4) "Modeling the Practice of Culturally Responsive Teaching"; and (5) "The Institutional Context Needed To Educate Culturally Responsive Teachers." The book includes exemplary practices that offer guidance for educators in their work of restructuring teacher education for diversity. (Contains approximately 600 references.) (SM)

ED 459 169 SP 040 396

Smaller, Harry; Clark, Rosemary; Hart, Doug; Livingstone, David; Noormohamed, Zahra
Teacher Learning, Informal and Formal: Results of a Canadian Teachers' Federation Survey. NALL Working Paper.
PUB DATE- 00
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Conferences; Courses; Elementary Secondary Education; *Faculty Development; Foreign Countries; *Informal Education; *Inservice Teacher Education; Teacher Attitudes; Teacher Participation; Workshops
IDENTIFIERS- Canada; *Formal Education

In 1998, as part of a larger national study examining informal learning practices across the general population, Canadian elementary and secondary teachers were surveyed regarding their practices and attitudes related to their own ongoing learning. The 753 respondents described any informal learning experiences in the past year within their workplaces, homes, and communities and any formal learning activities (courses, workshops, and conferences). Over 85 percent of the teachers had engaged in formal learning during the previous year, compared to 49 percent of the entire Canadian labor force and 67 percent of university-educated labor force members. Teachers spent over 8 hours per week engaged in their own formal learning activities (course time, reading, and preparing assignments). They spent an average of 4 hours per week in job-related informal learning and an average of 10 hours per week in informal learning activities overall (related to employment, housework, community volunteer work, and other interests). There were variations among teachers and within the general labor force. For example, 89 percent of teachers, as compared to 61 percent of the overall labor force and 71 percent of employed professionals, had engaged in informal computer learning in the previous year. Appendixes include additional tables from study results and the Canadian Teachers' Learning Survey. (Contains 36 bibliographic references, 24 tables, and 14 endnotes.) (SM)

ED 459 170 SP 040 397

Smaller, Harry; Hart, Doug; Clark, Rosemary; Livingstone, David
Informal/Formal Learning and Workload among Ontario Secondary School Teachers. NALL Working Paper.
PUB DATE- 01
NOTE- 42p.
LANGUAGE- English

communities. Three appendixes discuss research methods, present interview and survey protocols, and review the steps taken by most schools to respond to state standards. (Contains 29 references.) (SLD)

ED 459 189 TM 033 468

Kane, Thomas J.; Staiger, Douglas O.
Improving School Accountability Measures. NBER Working Paper Series.
PUB DATE- 01
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Accountability; Bayesian Statistics; Elementary Secondary Education; Measurement Techniques; Performance Factors; Report Cards; *Scores; Teacher Effectiveness; *Test Results; Test Use
IDENTIFIERS- *Decomposition Analysis (Statistics); North Carolina; *Variance (Statistical)

A growing number of states are using annual school-level test scores as part of their school accountability systems. This paper highlights an under-appreciated weakness of that approach, the imprecision of school-level test score means, and proposes a method for discerning signal from noise in annual school report cards. Using methods developed in M. McClellan and D. Staiger (1999) for the analysis of hospital performance measures, the researchers decomposed the variation across schools and over time in test score measures into three components. For an elementary school of average size in North Carolina, it is estimated that 28% of the variance in fifth-grade reading scores results from sampling variation and about 10% results from other nonpersistent sources. A more troubling finding is the estimate that less than half of the variance in the mean gain in reading performance between fourth and fifth grade is due to persistent differences between schools. These estimates of the variance components are used in an empirical Bayes framework to generate "filtered" predictions of school performance, which have much greater predictive value than the mean for a single year. The paper also identifies evidence of within-school heterogeneity in classroom level gains, a finding that suggests the importance of teacher effects. (Contains 11 tables, 5 figures, and 10 references.) (SLD)

ED 459 190 TM 033 470

Quenemoen, Rachel F.; Thompson, Sandra J.; Thurlow, Martha L.; Lehr, Camilla A.
A Self-Study Guide to Implementation of Inclusive Assessment and Accountability Systems. A Best Practice Approach.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 01
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Accommodations (Disabilities); *Accountability; *Check Lists; Educational Planning; Elementary Secondary Education; *Inclusive Schools; *Self Evaluation

Utilization; Sampling; *Teachers; *User Needs (Information)
IDENTIFIERS- *Schools and Staffing Survey (NCES); *Teacher Followup Survey (NCES); User Guides

The Teacher Followup Survey (TFS) is a 1-year follow-up of a sample of teachers who were originally selected for the Teacher Questionnaire in the Schools and Staffing Survey (SASS) an integrated set of surveys of public and private schools. There have been three data cycles for the SASS, and three for the TFS. The data in this report links responses from the 1994-1995 school year to characteristics of those same teachers who participated in the 1993-1994 SASS. This data file user's manual enables the user to access and understand the public use files of the TFS for 1994-1995. The guide contains these chapters: (1) "Overview"; (2) "Sample Design"; (3) "Data Collection"; (4) "Edit Procedures"; (5) "Response Rates"; (6) "Imputation"; (7) "Weighting"; (8) "Variance Estimation"; (9) "Reinterview Program"; (10) "Confidentiality Protection Measures"; (11) "Changes to TFS Content from 1991-92 to 1994-95"; (12) "Caution Concerning the Measurement of Change Using 1991-92 and 1994-95 TFS"; and (13) "User Notes and Comments." Five appendixes, representing the majority of the document, contain the questionnaires for current and former teachers, the crosswalk for previous surveys, industry and occupation codes, and the public-use codebook. (SLD)

ED 459 210 TM 033 509

Kirshstein, Rita; Best, Clayton
Survey of State Correctional Education Systems: Analysis of Data from 1992 Field Test.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. Office of Correctional Education.
PUB DATE- 96
NOTE- 106p.; Cover title varies.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; *Adult Education; Adults; *Correctional Education; Correctional Institutions; Correctional Rehabilitation; *Elementary Secondary Education; Equivalency Tests; Special Education; *State Programs; Surveys; *Vocational Education

This publication represents a basic analysis of state correctional education data collected in 1992. It presents six summary tables that capture key data collected in 1992-1993 for adult and juvenile facilities as well as profiles of the states that responded to the survey. Forty-three states responded to the survey and one was eliminated because of missing data on key variables. Almost all states offer Adult Basic Education and GED preparation courses, and 23 of the 40 states offering such education offer it at every facility. An average of 62% of facilities within states offered high school coursework, with 10 states offering high school coursework in all facilities. An average of 69% of correctional institutions offered some type of vocational education, and vocational education was offered at every facility in 10 states. Only an average of 39% of correctional facilities within each state offered special education, but life and social skills training was offered at an average of 79% of correctional institutions within the states. Most inmates were enrolled in Adult Basic Education or GED instruction. Thirty-nine states responded to the survey about juvenile correctional education, but only 36 states provided a complete set of data. Almost all juvenile facilities offer elementary and secondary academic instruction, GED

than 3 years behind white 8th graders in the state in reading and writing and more than 4 years behind in math and science. Hispanic 4th graders in Connecticut made more progress in reading from 1992 to 1998 than Hispanic 4th graders in any other state in the nation. However, Hispanic 8th graders in Connecticut score more than 4 years behind white 8th graders in the state in science and 3 years behind in writing, reading, and math. The state's poor/non-poor achievement gap would close for 8th graders in both math and science if poor students in Connecticut scored as well as poor students in North Dakota. (Contains 24 references.) (SM)

ED 459 228 UD 034 480

State Summary of Delaware. Summaries. Ed Watch Online.
SPONS. AGENCY- Carnegie Corp. of New York, NY.
PUB DATE- 01
NOTE- 27p.; Also supported by the Washington Mutual Foundation. For the other State Summaries, see UD 034 473-523. For the Summary of the Nation, see UD 034 472.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *Black Students; Curriculum; Educational Attainment; Educational Finance; Elementary Secondary Education; Equal Education; *Hispanic American Students; Mathematics Achievement; Minority Group Children; *Poverty; *Racial Differences; Reading Achievement; Science Achievement; Special Needs Students; Tables (Data); Teacher Effectiveness; Teaching Skills; White Students
IDENTIFIERS- African Americans; Delaware; Latinos; National Assessment of Educational Progress

This report provides data on the academic achievement gap that separates low-income and minority students from other students, examining how well different groups of students perform in Delaware and noting inequities in teacher quality, course offerings, and funding. Included are tables and data that provide: a frontier gap analysis (a comparison of Delaware to the leaders in achievement and gap closing); student profile (the demographic distribution of youth in Delaware); state performance (academic achievement and educational attainment); opportunity (well prepared teachers, challenging curricula, special student placements, effective instruction, and annual per pupil investments); minority achievement gains, state by state; and analysis of minority-white achievement gaps by subject area and grade level. Hispanic and African American 4th graders in Delaware made more progress in reading from 1992 to 1998 than African American and Hispanic 4th graders in almost any other state. However, both African American and Hispanic 8th graders score about 3 years behind white 8th graders in the state in math and science and about 2 years behind in reading and writing. (Contains 24 references.) (SM)

ED 459 229 UD 034 481

State Summary of District of Columbia. Ed Watch Online.
SPONS. AGENCY- Carnegie Corp. of New York, NY.
PUB DATE- 01
NOTE- 27p.; Also supported by the Washington Mutual Foundation. For the other State Summaries, see UD 034 473-523. For the Summary of the Nation, see UD 034 472.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)

provide: a frontier gap analysis (a comparison of Missouri to the leaders in achievement and gap closing); student profile (the demographic distribution of youth in Missouri); state performance (academic achievement and educational attainment); opportunity (well prepared teachers, challenging curricula, special student placements, effective instruction, and annual per pupil investments); minority achievement gains, state by state; and analysis of minority-white achievement gaps by subject area and grade level. African American 8th graders in Missouri score more than 3 years behind white 8th graders in the state in math and science, and more than 2 years behind in reading and writing. Hispanic 8th graders in Missouri score about 3 years behind White 8th graders in the state in writing, and more than 3 years behind in science. Low-income 8th graders in Missouri score about 2 years behind non-poor 8th graders in the state in math, science, reading, and writing. (Contains 24 references.) (SM)

ED 459 247 UD 034 499

State Summary of Montana. Ed Watch Online.
SPONS. AGENCY- Carnegie Corp. of New York, NY.
PUB DATE- 01
NOTE- 27p.; Also supported by the Washington Mutual Foundation. For the other State Summaries, see UD 034 472-523. For the Summary of the Nation, see UD 034 472.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *Black Students; Curriculum; Educational Attainment; Educational Finance; Elementary Secondary Education; Equal Education; *Hispanic American Students; Mathematics Achievement; Minority Group Children; *Poverty; *Racial Differences; Reading Achievement; Science Achievement; Special Needs Students; Tables (Data); Teacher Effectiveness; Teaching Skills; White Students
IDENTIFIERS- African Americans; Latinos; Montana; National Assessment of Educational Progress

This report provides data on the academic achievement gap that separates low-income and minority students from other students, examining how well different groups of students perform in Montana and noting inequities in teacher quality, course offerings, and funding. Included are tables and data that provide: a frontier gap analysis (a comparison of Montana to the leaders in achievement and gap closing); student profile (the demographic distribution of youth in Montana); state performance (academic achievement and educational attainment); opportunity (well prepared teachers, challenging curricula, special student placements, effective instruction, and annual per pupil investments); minority achievement gains, state by state; and analysis of minority-white achievement gaps by subject area and grade level. Hispanic 8th graders in Montana out-perform Hispanic 8th graders in every other state in science. However, Hispanic 8th graders in Montana score about 3 years behind white 8th graders in the state in math, 2 years behind them in reading and writing, and nearly 2 years behind them in science. Eighth graders from low-income families in Montana score about 2 years behind non-poor 8th graders in the state in math. (Contains 24 references.) (SM)

ED 459 248 UD 034 500

State Summary of Nebraska. Ed Watch Online.
SPONS. AGENCY- Carnegie Corp. of New York, NY.

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *Black Students; Curriculum; Educational Attainment; Educational Finance; Elementary Secondary Education; Equal Education; *Hispanic American Students; Mathematics Achievement; Minority Group Children; *Poverty; *Racial Differences; Reading Achievement; Science Achievement; Special Needs Students; Tables (Data); Teacher Effectiveness; Teaching Skills; White Students
IDENTIFIERS- African Americans; Latinos; National Assessment of Educational Progress; Utah

This report provides data on the academic achievement gap that separates low-income and minority students from other students, examining how well different groups of students perform in Utah and noting inequities in teacher quality, course offerings, and funding. Included are tables and data that provide: a frontier gap analysis (a comparison of Utah to the leaders in achievement and gap closing); student profile (the demographic distribution of youth in Utah); state performance (academic achievement and educational attainment); opportunity (well prepared teachers, challenging curricula, special student placements, effective instruction, and annual per pupil investments); minority achievement gains, state by state; and analysis of minority-white achievement gaps by subject area and grade level. Hispanic 8th graders in Utah are among the top performing Hispanic 8th graders in the country in reading. However, Hispanic 8th graders still score more than 1 year behind white 8th graders in the state in reading, and more than 2 years behind in math, science, writing. Eighth graders from low-income families in Utah score more than 1 year behind non-poor 8th graders in the state in math, reading, and writing, and nearly 1 year behind in science. (Contains 24 references.) (SM)

ED 459 266 UD 034 518

State Summary of Vermont. Ed Watch Online.
SPONS. AGENCY- Carnegie Corp. of New York, NY.
PUB DATE- 01
NOTE- 27p.; Also supported by the Washington Mutual Foundation. For the other State Summaries, see UD 034 472-523. For the Summary of the Nation, see UD 034 472.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *Black Students; Curriculum; Educational Attainment; Educational Finance; Elementary Secondary Education; Equal Education; *Hispanic American Students; Mathematics Achievement; Minority Group Children; *Poverty; *Racial Differences; Reading Achievement; Science Achievement; Special Needs Students; Tables (Data); Teacher Effectiveness; Teaching Skills; White Students
IDENTIFIERS- African Americans; Latinos; National Assessment of Educational Progress; Vermont

This report provides data on the academic achievement gap that separates low-income and minority students from other students, examining how well different groups of students perform in Vermont and noting inequities in teacher quality, course offerings, and funding. Included are tables and data that provide: a frontier gap analysis (a comparison of Vermont to the leaders in achievement and gap closing); student profile (the demographic distribution of youth in Vermont); state performance (academic achievement and educational attainment); opportunity (well prepared teachers, challenging curricula, the book concerns the ways in which students' engagements with literacies are connected with their own histories. The chapters draw upon mixed genres, including narrative histories of children's lives and engagements with literacies, interpretive readings of other histories of engagement with literacies, and essayist reflections on educational theory and practice. The narratives highlight how working class students engage with middle class literacies and how those engagements are interwoven with relations with others. Two chapters describe how two working class K-2 students participated in literacy practices as they moved between the social worlds of home and school. The histories of these children are framed by reflective chapters that also consider narratives written by adults (educational scholars and literary writers) looking back on their experiences growing up in the working classes. The book argues that feeling and valuing are integral to what it means to know. An appendix presents a staff review of one kindergarten student's learning. (Contains 112 references.) (SM)

ED 459 285 UD 034 584

Booker, Cory A.
School Choice and Government Reform: Pillars of an Urban Renaissance. Civic Bulletin.
PUB DATE- 01
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; Charter Schools; Educational Improvement; Educational Vouchers; Elementary Secondary Education; Government Role; *Government School Relationship; Inner City; Politics of Education; Poverty; Public Education; *School Choice; *Urban Education
IDENTIFIERS- New Jersey (Newark)

This paper describes one vision of how to improve urban education, highlighting the Newark, New Jersey, public schools. It discusses the importance of encouraging all students to "reach for the stars" in education and describes the government's role in perpetuating inequitable circumstances. It highlights the importance of emphasizing outcomes first and bureaucracies and systems last, noting that it is time to start giving citizens more control and authority over their own lives. The paper suggests that in order to break the cycle of poverty within inner cities, it is necessary to emphasize education. Being outcome-focused involves considering such options as charter schools, contract schools, and educational vouchers. One significant problem in urban education is that parents are convinced that their children cannot succeed in public schools. While wealthy people have considerable educational choice, the poorest, most vulnerable people are often allowed no choice. There is a status quo in urban education that benefits many people, and it is necessary to explore methods of change that are effective against this status quo. Urban parents are more interested in their children's education than the public perceives, and they need support in their efforts to improve their children's education. (SM)

ED 459 286 UD 034 585

Wattenberg, Esther, Ed.
A Social Justice Framework for Child Welfare: The Agenda for a

(CCYD), which aims to increase basic developmental supports and opportunities available to youth age 12-20 years. The demonstration focuses on five basic elements: adult support and guidance, opportunities for involvement in decision making, support through critical transitions, opportunities for using work as a developmental tool, and provision of positive activities after school, in the evenings, on weekends, and during the summer. The lead agency is the YMCA of Greater Kansas City, a traditional youth-serving organization. Because of its considerable organizational capacity, the YMCA was successful in operating the CCYD initiative, quickly implementing activities and expanding to additional neighborhoods. The YMCA faced two challenges in implementing CCYD. Implementing the work as a developmental tool core concept proved difficult, and involving adult residents in the management and other aspects of CCYD programming, a key element of the initiative, also proved difficult. The YMCA of Greater Kansas City demonstrated that with commitment and the proper technical assistance, a traditional youth-serving agency can successfully lead a youth-focused, community-change effort that involves local citizens in oversight and in shaping program offerings. (SM)

ED 459 305 UD 034 613

Cahn, Claude; Petrova, Dimitrina
State of Impunity: Human Rights Abuse of Roma in Romania. Country Reports Series.
PUB DATE- 01
NOTE- 156p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Child Health; *Child Welfare; Children; *Civil Liberties; Elementary Secondary Education; Equal Education; Foreign Countries; Homeless People; *Minority Groups; *Racial Bias; *Racial Discrimination; School Segregation; Teacher Attitudes
IDENTIFIERS- Gypsies; *Roma; *Romania; Social Justice

This report documents civil violations and discriminatory actions against Roma in Romania, contending that, due to the Romanian government's inadequate efforts to bring perpetrators of anti-Romani crimes to justice and to eradicate discrimination against Roma, a climate of impunity surrounding anti-Romani actions has taken deep root. Chapter 1 introduces the problem. Chapter 2 offers a brief history of Roma rights in Romania. Chapter 3 details how Roma are denied justice when they complain of human rights abuse. Chapter 4 addresses the culture of impunity to which such widespread failures of justice have given rise, describing recent cases of violence against Roma in Romania. Chapters 5 and 6 examine abuses of political rights of Roma in Romania and child homelessness and institutionalization. Chapter 7 presents discrimination issues, highlighting discrimination in access to housing, medical care, employment, and goods and services. Chapter 8 discusses education and educational segregation. Chapter 9 comments on the recently adopted government program on Roma. The report concludes with a series of recommendations to the Romanian government aimed at improving human rights for Roma. An appendix presents the Romanian Government Ordinance on Preventing and Punishing All Forms of Discrimination. (Contains 87 references.) (SM)

ED 459 306 UD 034 617

and what types of student aid are available. The introductory section, "Student Aid at a Glance," presents information about what student aid is, who gets it, and how to get it. The second section discusses "Finding out about Student Aid." The next section provides general information about student aid, including eligibility, need, applying, and other details. The fourth section describes the types of student aid available, and the final section outlines student rights and responsibilities. A glossary of "Important Terms" is included. (SLD)

ED 458 859 HE 034 508

Funding Your Education: 2002/2003.
PUB DATE- 01
NOTE- 21p.; For the prior year's version, see ED 446 682.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *College Students; Federal Aid; *Financial Aid Applicants; Grants; Higher Education; *Paying for College; *Student Financial Aid; Student Loan Programs; Work Study Programs

This publication describes the student financial aid programs of the U.S. Department of Education and advises students about paying for college. It outlines things a student should ask about a college and how to obtain financial aid, whether grants, work-study, or loans. Chapters provide information on: (1) "Education after High School"; (2) "Paying Tuition and Other Costs"; (3) "Applying for Financial Aid"; (4) "Eligibility Criteria"; (5) "Important Deadlines"; (6) "Federal Pell Grants"; (7) "Campus-Based Aid Programs"; (8) "Stafford Loans"; (9) "PLUS Loans (Parent Loans)"; (10) "Stafford and PLUS Loan Questions"; (11) "Contacting Us"; (12) "Reducing the Cost of School"; and (13) "Taking the Next Step." (SLD)

ED 458 860 HE 034 513

Federal Student Aid, 1997. CD-ROM .
PUB DATE- 97
NOTE- 0p.; For the 2001-2002 audio guide, see ED 446 530.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- College Bound Students; Educational Finance; Eligibility; Federal Aid; *Federal Programs; Financial Aid Applicants; Financial Support; Higher Education; Optical Data Disks; *Paying for College; *Student Financial Aid; Student Loan Programs; Tuition Grants; Work Study Programs
IDENTIFIERS- Direct Lending; Federal Direct PLUS Loan Program; Parent Loans for Undergraduate Students Program; Perkins Loan Program; Stafford Student Loan Program; Supplemental Educational Opportunity Grants

This CD-ROM audio guide contains a simulated conversation between a counselor at the Department of Education's Federal Student Aid Information Center and a student inquiring about financial assistance for college. The guide is designed to be useful to the visually impaired student. Following an introductory track subject indexes.) (AEF)

ED 458 880 IR 058 315

Jones, Patrick; Shoemaker, Joel
Do It Right! Best Practices for Serving Young Adults in School and Public Libraries. Teens the Library Series.
PUB DATE- 01
NOTE- 182p.; Introduction by Mary Kay Chelton.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescents; *Elementary Secondary Education; Information Services; Learning Resources Centers; Library Development; Library Policy; *Library Services; *Public Libraries; Reference Services; School Libraries; User Needs (Information); *Young Adults

This book explores how librarians can work to strengthen and improve the quality of service to young adults. The introduction is written by Mary Kay Chelton, whose dissertation, "Adult-Adolescent Service Encounters: The Library Context" (1997), inspired this book. The book has 12 chapters. Chapter 1 introduces the provision of best young adult customer service practices in the school library setting. Chapter 2 posits the ideal school library media center against the reality of the competing demands faced in the actual day-to-day delivery of service. Chapter 3 provides strategies for training support staff that play a vital role in delivering good customer service. Chapter 4 examines how new policies often affect service to students and the special circumstances surrounding the delivery of equitable services to special student populations. Chapter 5 provides means and strategies for evaluation of customer service, suggesting ways in which business may provide appropriate models for comparison or how, in other cases, business models may be less than ideal. Chapter 6 explores aspects of developmental, social, and institutional concerns that impact the delivery of exemplary customer service to teens in public libraries. Chapter 7 describes how libraries can create "raving fans" out of teen customers and why it is so critically important that they do so. Chapter 8 emphasizes how the Internet, coupled with other changes in society, requires new approaches in marketing. Chapters 9 and 10 cover strategies for improving customer service through reference service and at the information desk. Chapter 10 provides an up-to-date overview of the magazines with special appeal to young adults, including descriptions for more than 60 magazines, as well as a discussion of other types of periodicals and serials popular among young adults. Chapter 11 shows how to create a customer service model for young adults via the research pathfinder that utilizes the power and flexibility of the World Wide Web to integrate important technology skills in both school and public libraries. Chapter 12 sums up the intent of improving young adult customer service through the theme, "Kids Who Read, Succeed." (Includes an index.) (AEF)

ED 458 881 IR 058 317

Gaskell, Carolyn, Comp.; Morrill, Allen S., Comp.
Travel, Sabbatical, and Study Leave Policies in College Libraries. CLIP Note.

innovation. Support for innovation was also positively associated with intent to stay. Organizational climates characterized by open communication and high levels of work autonomy were found to be associated with perceptions of support for innovation. Communication openness and work autonomy were positively associated with high scores on the support for innovation measure. These two variables accounted for more than one-half of the variance in support for innovation scores. Study findings were reviewed and interpreted in the context of changing community college environments. Interventions related to enhancing organizational support for innovation--including feedback linkages, conflict forums, and participatory decision-making--were discussed. (Contains 25 tables, one figure, one appendix, and 284 references.) (KP)

ED 458 900 JC 020 008

Truckee Meadows Community College Faculty & Staff Climate Survey, Fall 2000.
PUB DATE- 00
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Faculty; Community Colleges; Demography; *Educational Assessment; Educational Environment; *Institutional Mission; Organizational Objectives; School Demography; *School Personnel; Social Distribution; Surveys; Two Year Colleges
IDENTIFIERS- *Truckee Meadows Community College NV

Truckee Meadows Community College (TMCC) conducted a campus-wide faculty and staff survey in September 2000. The survey was designed to collect the opinions and perceptions of TMCC employees in relation to the college's mission and direction, instructional and learning environment, and the general working atmosphere. The surveys were distributed to all full- and part-time TMCC employees, totaling 725 staff and faculty members. Almost half (334) of the surveys were returned, for a response rate of 46%. Faculty and staff were presented with a series of statements concerning functions performed at TMCC. For each statement, respondents were first asked to rate how important it was for the college to perform the function, and then to respond to how well they thought the college was actually performing the function. This dichotomous style of rating functions produced detailed data that were then co-varied with position type and years of experience. Highlights of findings include: (1) 95% of employees considered occupational and employment-centered courses to be very important or important, while 55% thought the college was doing an excellent or good job of delivering this service; and (2) 94% rated the transfer function as very important or important, while 67% thought the college was doing an excellent or good job in this function. (Contains 38 tables.) (NB)

ED 458 901 JC 020 009

Livingston, Tab
The Cognitive Impact of a Computer Algebra System on Intermediate Algebra Students at the Community College Level.
PUB DATE- 01
NOTE- 12p.

total dropout rate was in the technology division, while 7% of leavers were in nursing. The study found that there is a correlation between withdrawal and the length of the program. (NB)

ED 458 920 JC 020 043

British Columbia Transfer TIPS: Facilitation Guide.
PUB DATE- 01
NOTE- 15p.; Developed by the Career Education Society.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation (Education); Classroom Techniques; *College Transfer Students; *Community Colleges; Educational Planning; Foreign Countries; High Schools; Higher Education; Institutional Cooperation; *Transfer Policy; World Wide Web
IDENTIFIERS- *British Columbia

This document is a guide for teachers, career counselors, community practitioners, and students to navigate the British Columbia (BC) Transfer TIPS (transfer information for post-secondary success), a handbook for students intending to transfer among institutions listed in the BC Transfer TIPS. Specifically, the BC Transfer TIPS is intended primarily for students who have already started their postsecondary education and are currently registered in a BC college; it is also intended for the use of educators in the BC public secondary and postsecondary system. This document introduces the three sections of the BC Transfer TIPS. The first section provides information on creating classroom activities that help students learn about the concept and procedures of transferring. This section is developed for teachers or group facilitators to use within a classroom setting. The second section describes a list of self-directed activities that students can participate in to learn more about the transfer process; this section is intended to help students and career planners to more effectively develop their postsecondary learning plans. The third section lists a few Web sites that assist K-12 and college students with postsecondary education planning in BC. (GC)

ED 458 921 JC 020 044

Jackson, Sonja Peters
An Environmental Assessment of Community College Faculty Satisfaction.
PUB DATE- 00
NOTE- 128p.; Doctoral Dissertation, University of Central Florida.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *College Faculty; Community Colleges; *Employer Employee Relationship; *Full Time Faculty; Institutional Role; *Job Satisfaction; Quality of Working Life; Two Year Colleges; *Work Attitudes; Work Environment
IDENTIFIERS- *Polk Community College FL

The purpose of this study was to ascertain the perceptions and satisfaction levels of individuals employed as full-time teaching faculty at Polk Community College (PCC) (Florida), with regard to the environmental elements of formal influence, communication, collaboration, organizational structure, work

Maryland kindergartens, the state selected the Work Sampling System (WSS), a component of the Maryland Model for School Readiness, as the early childhood assessment system for evaluating entering kindergartners' skills in seven curricular domains. This report provides detailed baseline information on 28 of the 67 WSS performance indicators from a randomized sample of 30 percent of the kindergarten students in each county collected by their teachers during the first few weeks of the 2000-01 school year. The information is reported in aggregated and disaggregated form for the state and the 24 counties. The domains assessed by the WSS are: (1) social and personal development; (2) language and literacy; (3) mathematical thinking; (4) scientific thinking; (5) social studies; (6) the arts; and (7) physical development. Findings indicated that 40 percent of entering kindergarten students were rated by their teachers as fully ready for kindergarten work. Fifty percent needed targeted support to meet kindergarten expectations, and 10 percent needed considerable support to do kindergarten work successfully. In general, girls were more ready for kindergarten work than were boys. In addition, the report provides information about the rationale for using WSS for reporting baseline information as well as data collection and reporting procedures. Three appendices include the selected indicators from the WSS kindergarten checklist, state and county data, and a table delineating the number of participating teachers and students from each county. (KB)

ED 458 940 PS 029 885

Warren, Andrea; Yost, Ann
Making Afterschool Count: Communities & Schools Working Together, 2001.
PUB DATE- 01
NOTE- 34p.; Theme issue. Published one issue in 2001. For 2000 issues, see ED 450 908. Part of the Pathways out of Poverty Program.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- After School Centers; *After School Programs; Community Schools; *Cooperation; Elementary Secondary Education; Program Descriptions; School Business Relationship; *School Community Relationship
IDENTIFIERS- *Community Learning Centers

This document is comprised of the single 2001 issue of a journal highlighting notable after-school programs, many funded by 21st Century Community Learning Center grants, and the school-community collaboration they entail. Articles in this issue on literacy are: (1) "Literacy and Afterschool: A Perfect Fit," focusing on literacy programs for limited English speaking children; (2) "Department of Education Assistant Secretary Pushes Literacy," providing excerpts from an interview with Susan B. Neuman after being confirmed Assistant Secretary for Elementary and Secondary Education; (3) "Literacy: The Centerpiece of Afterschool," describing a program offering homework help, recreational enrichment, and individualized reading programs; (4) "Community Schools Work with Families," describing the literacy activities of a community school; (5) "Middle School Initiative Targets Literacy," describing after-school programs at three middle school centers offering individualized reading help; and (6) "Literacy efforts Boost Scores, Morale," focusing on the impact of an after-school maintained their achievement level. Other factors considered as possible contributions to children's performance were early childhood education experience, school experiences (school and class characteristics, teacher perspectives, school attitudes, communication with parents about school, school attendance and mobility), gender, having English as a first language, family resources/characteristics (family type and stability, income source, parental employment, ethnicity, family income, parent education), and children's interests and activities (academic-related, leisure). The report's conclusion notes that adult responsiveness to children, warmth, fairness, and the inclusion of some cognitive content in the interaction ensured supportive interactions between children and the adults in their lives. The report's five appendices include descriptions of data analysis and results as well as a discussion of the selection of a statistical model for the study. (Contains 51 references.) (KB)

ED 458 958 PS 029 916

Wylie, Cathy
Ten Years Old & Competent. The Fourth Stage of the Competent Children Project: A Summary of the Main Findings.
SPONS. AGENCY- Ministry of Education, Wellington (New Zealand).
PUB DATE- 01
NOTE- 37p.; For the full report, see PS 029 915.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Adult Child Relationship; Child Responsibility; *Children; *Competence; Curiosity; Early Childhood Education; Educational Experience; Family Environment; *Family Influence; Family School Relationship; Foreign Countries; Interpersonal Communication; Interpersonal Competence; Longitudinal Studies; *Peer Relationship; Persistence; Problem Solving; Psychomotor Skills; Sex Differences; *Student Interests; Student Motivation; Tables (Data); Teacher Attitudes; Well Being
IDENTIFIERS- *Competent Children Project (New Zealand); Ethnic Differences; Leisure Activities; New Zealand

The Competent Children Project is following a group of about 500 children in the Wellington region of New Zealand from around the age of 5 until they leave school. The main aims of the project are to describe children's progress over time and to chart contributions to their progress made by family resources, early childhood education, school experiences, children's interests and activities in the home or outside school, and peer relationships. The project focuses on 10 competencies important for well-being, school achievement and continued learning, and contributing to society and paid work: literacy, mathematics, logical problem solving, communication, curiosity, perseverance, social skills with children, social skills with adults, individual responsibility, and fine motor skills. Data have been collected at ages 5, 6, 8, and 10. Among the main findings detailed in this summary report are that most 10-year-olds were comfortable in their school environment, had very good attendance, were good at making and keeping friends, needed adult intervention to work with other children over a period of time, and had progressed in reading and problem solving. Children starting school with low competency were more likely to improve if their parents were highly educated or if their family had a high income, while high-achieving students maintained their achievement level. Other factors considered as possible contributions to children's performance were early

Frame and the 'Fictional Dream': The Bidirectional Relationship between Metaplay and Story Writing" (Jeffrey Trawick-Smith). Each chapter contains references. (KB)

ED 458 975 PS 029 936

Blau, David M.
The Child Care Problem: An Economic Analysis.
PUB DATE- 01
NOTE- 304p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Child Caregivers; Children; *Day Care; Day Care Effects; Early Childhood Education; *Economic Factors; Policy Analysis; Program Effectiveness; *Public Policy; Supply and Demand
IDENTIFIERS- Child Care Costs; Child Care Needs; Day Care Quality; *Market Analysis; Pricing

Addressed to both social scientists and to nonacademic readers, this book provides an overview of the United States child care market, analyzes the main aspects of child care and child care policy, and proposes a new child care policy. The main thesis of the book is that the child care market functions much better than is commonly believed. Shortages are uncommon, wages are low because caregivers are willing to work for low wages, and quality is low because the average consumer is unwilling to pay enough for high-quality care. Chapters 1 and 2 introduce the child care problem in the United States and describe the main features of that market. Chapter 3 presents basic economic models of the child care market. Chapter 4 analyzes jointly the demand for child care and the supply of labor by mothers. Chapter 5 analyzes the supply of child care, finding that both quality and quantity of care are quite responsive to increases in the price of care. Chapter 6 analyzes the relationship between price and quality, using data from samples of day care centers and regulated family day care homes. Chapter 7 studies the determinants and consequences of child care quality on child development. Chapter 8 analyzes child care subsidy policy in the United States. Chapter 9 examines child care regulation policy. Chapter 10 proposes a new policy involving a child allowance to defray expenses of families with children, a child care voucher that is worth more if used for higher-quality child care, systematic efforts to inform consumers of the benefits of higher-quality care and assistance for providers in efforts to improve quality. (Contains 211 references.) (KB)

ED 458 976 PS 029 937

Quest for Excellence: The Future of Early Child Care in Kansas.
PUB DATE- 01
NOTE- 29p.; Supported in part by a grant from the United Methodist Health Ministry Fund, Hutchinson, Kansas.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accreditation (Institutions); *Change Strategies; *Child Caregivers; Compensation (Remuneration); *Day Care; *Early Childhood Education; Educational Quality; Professional Development; State Government; Young Children
IDENTIFIERS- Caregiver Child Ratio; *Day Care Quality; Early Head Start; *Kansas; Project Head Start; Smart Start NC; Subsidized Child Care Services

Judge, Amy, Comp.
Children in the States, 2001.
PUB DATE- 01
NOTE- 131p.; For the 1999 data book, see ED 433 934.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Birth Weight; Child Abuse; *Child Welfare; *Children; Early Childhood Education; Elementary Secondary Education; Federal Programs; Health Insurance; Infant Mortality; Poverty; Prenatal Care; *Social Indicators; *State Norms; Statistical Surveys; Tables (Data); Violence; Welfare Recipients; Welfare Services; *Well Being; Youth Problems
IDENTIFIERS- *Indicators; United States

This data book provides statistics on a range of indicators that measure critical aspects of children's lives in each of the 50 states and the District of Columbia. Statistics are provided in the following categories: (1) child health, including uninsured children, low birth weight babies, infant deaths, and immunizations; (2) child care and early childhood education, including child care costs, and child care provider characteristics; (3) child safety, including firearm deaths, juvenile crime, and child abuse and neglect; (2) elementary and secondary education, including 4th-grade reading proficiency, high school graduation rates, and per pupil expenditures; (4) economic security and federal program participation, including children and poverty, children in families receiving food stamps, receiving WIC (a Special Supplemental Nutrition Program for Women, Infants, and Children) assistance, receiving TANF (Temporary Assistance to Needy Families program) assistance, and children receiving free or reduced-price school lunches. State rankings in these indicators are included. A list of data sources concludes the data book. (HTH)

ED 458 994 PS 029 963

Schulman, Karen; Blank, Helen; Ewen, Danielle
A Fragile Foundation: State Child Care Assistance Policies.
SPONS. AGENCY- Ford Foundation, New York, NY.; Mott (C.S.) Foundation, Flint, MI.; Booth Ferris Foundation, New York, NY.; Citigroup Foundation, New York, NY.; Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 01
NOTE- 227p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Numerical/Quantitative Data (110)
DESCRIPTORS- *Day Care; Early Childhood Education; *Eligibility; *Employed Parents; Financial Support; Government Role; Program Administration; *State Programs; Welfare Services
IDENTIFIERS- Access to Services; Reimbursement Programs; *Subsidized Child Care Services

Noting that families need access to high quality care so that their children can start school ready to learn and so that parents can work, this report examines state child care subsidy policy choices. Following an executive summary, chapter 1 of the report discusses state policy regarding eligibility criteria related to families receiving welfare, low-income families, low-income families transitioning off welfare, and special populations. Chapter 2 considers access to child care assistance for eligible families, including information on the

NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Education Work Relationship; Employed Women; Employment Patterns; Foreign Countries; Job Training; Labor Market; Occupational Surveys; *Quality of Working Life; Rural Areas; *Rural Urban Differences; *Rural Youth; Social Networks; *Unemployment; Young Adults; *Youth Employment
IDENTIFIERS- *Scotland

This study investigated factors leading to employment and unemployment for young people living in urban and rural areas in Scotland. Surveys and interviews were conducted with 817 youths, 40 rural employers, and 25 professionals from across Scotland. Findings include: (1) long-term youth unemployment was less common in rural than in urban areas, but rural labor markets were characterized by low skilled and insecure employment, with low demand for qualified workers; (2) with rural employment being concentrated in small firms, opportunities for young people to upgrade their skills were limited; (3) many rural employers had a poor knowledge of the New Deal, and even those who were aware of the program frequently were unable to meet minimum training requirements or provide access to external training; (4) poor or costly transport frequently restricted young people's employment opportunities; (5) social networks facilitated access to job opportunities for those young people with good local contacts, while lack of social networks was an important barrier to employment; (6) although female workers were often in high demand in tourist-related services, those with children frequently lacked access to childcare facilities; and (7) a shortage of affordable housing restricted the labor mobility of young people and caused difficulties for those who wished to remain within their local area. Appendices present quantitative methods, people interviewed, and regression variables. (Contains 18 references.) (TD)

ED 459 013 RC 022 996

di Giantomasso, Tania
E-Commerce and Education. Graduate Paper Series on Electronic Commerce.
PUB DATE- 00
NOTE- 12p.; Graduate student paper, RMIT University, Melbourne, Australia.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cognitive Style; *Distance Education; *Educational Policy; Elementary Secondary Education; Foreign Countries; Futures (of Society); Geographic Isolation; Information Technology; *Internet; *Rural Education
IDENTIFIERS- *Access to Technology; Australia; Electronic Commerce; *Globalization; Telecommunications Infrastructure

Broad assumptions about the impact of the Internet have created a "cult of hype" where the latest technological advancement is seen as the next best thing, and educators have been swept up in the promise of an educational utopia. The hype tells us that the world is joined by the infrastructure of this new technology and that globalization is now a reality. But the lack of an effective global telecommunications systems is creating a "digital divide," widening the economic gaps among nations. Areas that would benefit most from online education, Policy" (Margaret A. Gibson). (Contains references and notes in each chapter, an index, and author profiles.) (SV)

ED 459 030 RC 023 238

Hamalainen, Seppo, Ed.; Kimonen, Eija, Ed.; Nevalainen, Raimo, Ed.; Nikki, Maija-Liisa, Ed.
Consensus or Compromise? Making the School-Based Curricula in Lower-Level Comprehensive Schools in Finland. Research Report .
SPONS. AGENCY- Academy of Finland, Helsinki.; Ministry of Education, Helsinki (Finland).
PUB DATE- 00
NOTE- 101p.; Also sponsored by Finland's National Board of Education.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Case Studies; *Curriculum Development; *Decentralization; Educational Change; Elementary Education; Foreign Countries; Government School Relationship; Resistance to Change; School Based Management; *School Culture; *Small Schools
IDENTIFIERS- *Finland; *School Based Curriculum Development

In the 1990s, educational policy in Finland shifted to decentralization and the granting of more local control to municipalities and schools, with the intent of encouraging more active, locally relevant learning. Within national guidelines, schools develop their own curricula and do their own budgeting. Case studies examine how three different kinds of schools have interpreted the national core curriculum in the development of their school-based curriculum, how their plans were implemented, and what the outcomes were. The first case study examines the connections between curriculum change and school culture in a small rural school. In this school, the development and implementation of the curriculum influenced teacher views of knowledge, learning, and education in a more progressive direction, but this change was not reflected in actual teaching practice to any great extent. The next case study involved an urban school of 186 pupils in which curriculum development was ongoing and well developed. The study focused on curriculum leadership and the roles of different persons in the development of the school-based curriculum, teacher commitment to the curriculum, and the evaluation of the curriculum. The third case study examines a suburban school with 184 pupils. Interviewees felt that developing the curriculum had increased cooperation among the staff, who were satisfied with it and felt it to be their own. However, their attempt at merging behaviorist and constructivist methods was unsuccessful--teachers seemed unable to break out of their traditional teacher-centered approach. This book includes overviews of the Finnish educational system and the system's new administrative culture. (Contains 124 references.) (TD)

ED 459 031 RC 023 239

McCoy, Melody L.
Federal Indian Law and Policy Affecting American Indian and Alaska Native Education. Indian Education Legal Support Project "Tribalizing Indian Education."
PUB DATE- 00
NOTE- 31p.; Developed largely as a result of presentations made during the Regional Partnership Forums Mandated by Executive Order No. 13096 on American Indian and Alaska Native Education,

Scribner, Alicia Paredes; Scribner, Jay D.
High-Performing Schools Serving Mexican American Students: What They Can Teach Us. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Classroom Environment; Culturally Relevant Education; *Educational Practices; Elementary Secondary Education; *Hispanic American Students; *Institutional Characteristics; Limited English Speaking; *Mexican American Education; Mexican Americans; Participative Decision Making; School Community Relationship; *School Effectiveness
IDENTIFIERS- ERIC Digests; Mexico United States Border; Texas

A study examined the characteristics of successful schools along the Texas-Mexico border, where high percentages of students were Mexican American, came from low socioeconomic backgrounds, and had limited English proficiency. Three elementary schools, three middle schools, and three high schools were selected on the basis of the following criteria: enrollment of at least 66.6 percent Mexican American students, above-average standardized test scores on the Texas state assessment system, and state or national recognition. In many ways, these high-performing schools were similar to other effective schools identified in the literature and were typically characterized as communities of learners. However, study schools differed from other successful schools in at least four areas, which are the focus of this digest. These areas are: (1) collaborative relationships with parents and communities that built on Mexican American cultural values and communication styles and recognized the needs of diverse populations; (2) collaborative governance that empowered teachers and emphasized accountability; (3) student-centered classroom environments in which teacher did "what it takes" to help students succeed; and (4) advocacy-oriented assessment practices to avoid misplacement of limited-English-speaking students in special education. (Contains 13 references.) (SV)

ED 459 049   RC 023 261

Gregory, Tom
Breaking Up Large High Schools: Five Common (and Understandable) Errors of Execution. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Educational Environment; *High Schools; *House Plan; School Administration; *School Culture; *School Restructuring; *School Size; Small Schools
IDENTIFIERS- ERIC Digests

In the past 30 years, research has suggested the need for much smaller high schools. In response, some administrators have attempted to subdivide big high schools into smaller entities.

NOTE- 69p.; Accompanying videotape not available from ERIC. For other documents in the series, see SE 065 297-99.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Aerospace Education; *Educational Technology; Elementary Education; *Elementary School Science; *Enrichment Activities; Inquiry; *Instructional Materials; National Standards; Physics; Problem Solving; Science Instruction; *Scientific Methodology
IDENTIFIERS- *National Aeronautics and Space Administration

The National Aeronautics and Space Administration (NASA) has produced a distance learning series of four 60-minute video programs with an accompanying Web site and companion teacher guides. This teacher guide accompanies the fourth video in the series. The story lines of each program involve six ethnically diverse, inquisitive schoolchildren who meet in a treehouse. They seek the solution to a particular problem, and the NASA "Why?" Files series follows them through the steps of their investigation and final conclusion. In this program, the treehouse detectives have entered a plane contest. In their quest for information to build the winning plane, the students visit the National Air and Space Museum, a wind tunnel, an airline pilot, and an electronic classroom to connect with the NASA Dryden Flight Research Center. Students learn about the forces of flight, gravity, the history of flight, flight in animals, and various laws of physics. The teacher guide includes a program overview as well as geography, science, mathematics, and educational technology concepts as related to the National Standards. Each 15-minute program segment is described along with objectives, key vocabulary, suggestions for the most effective use of the videos and Web site in the classroom, and resources. In addition, each segment is accompanied by activities and worksheets. (PVD)

ED 459 069 SE 065 314

Cortese, Anthony
Education for Sustainability: The Need for a New Human Perspective.
PUB DATE- 99
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Ecology; Educational Change; *Environmental Education; *Environmental Influences; *Futures (of Society); Global Approach; Higher Education; Interdisciplinary Approach; Overpopulation; Physical Environment; Population Trends; Science Education; *Sustainable Development
IDENTIFIERS- Earth Summit 1992; *Stewardship

Disturbing global trends show that human activity continues to threaten our ability to meet current human needs without compromising the ability of future generations to meet their own needs. Sustainability will become more inaccessible without a dramatic change in our current mindset and behavior. As the primary centers of teaching, research, and learning, institutions of higher education are significant leverage points that reflect and inform social mindsets. Unfortunately, the current educational system educates our young in a manner that reinforces an environmentally ignorant and/or insensitive mindset. Conventional logic and compartmentalization continue

Music Student Teaching Practices" (M. H. Wurtz; L. Karel; L. Bulgin); "Bases for the Appearance of Musical Instruments in Visual Works of Art" (E. E. Rousseau); "Some Notes Concerning Performance of Renaissance Choral Music" (O. Johnson); "Haydn, Music, and Literature" (W. Prante); and "An Investigation of the Effect of Three Contrasting Types of Music on the Electric Potential Generated by the Human Brain" (F. B. McCurry; R. K. Watkins; I. Hirsh). Articles in Volume 1, Number 4 are: "The Senior Comprehensive Examination as a Means of Improving Music Theory Teaching in Missouri Colleges and Universities" (L. Karel); "Structural Learning and Music Reading" (B. Cook); "The French Horn, A Right Handed Instrument" (K. Schultz); "An Exploratory Study in a Use of the Violin and Recorder as Teaching Tools in Elementary School Music Classes" (C. Hoffer); and "An Appraisal of Group Singing of Sixth Graders, in Twenty-five Elementary Schools, in a Midwestern City of One Hundred Thousand" (C. Hansford; P. Mathews; C. Hoffer). Articles in Volume 1, Number 5 are: "Missouri Music Educators Association and Action Research in the Schools of Missouri" (D. Anderson); "Automated Teaching System for Functional Piano Skills" (D. Ellingson); "Gottfried Reiche, Notes on His Art, Life, Instruments, and Music" (D. Urban); "A Study of the Ratings Received by Missouri High Schools Participating in the District Music Festivals from 1959-1965" (M. O. Johnson; K. Toalson; G. C. Alter; R. A. Wolter; B. E. Markley); "A Study of the Effectiveness of Music Lessons Presented via Closed Circuit Television as Compared with Lessons Presented Directly in the Class Room" (R. Garcia); and "Developing Patterns of the Undergraduate Music Education Curriculum in the United States" (C. L. Lee). (BT)

ED 459 092   SO 033 039

Hilton, Lewis B., Ed.
Missouri Journal of Research in Music Education, 1967-1971.
PUB DATE- 71
NOTE- 520p.; For other issues of this journal, see SO 033 038-049. Some text may not reproduce well. Published annually.
LANGUAGE- English
EDRS Price- MF02/PC21 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Applied Music; *Classroom Techniques; Curriculum Development; Elementary Secondary Education; Higher Education; *Music Activities; *Music Education; *Music Teachers; *Scholarship
IDENTIFIERS- *Missouri; Music History

This journal is devoted to the needs and interests of the school and college music teachers of Missouri and the United States. Articles in Volume 2, Number 1 are: "Progress Report on the Action Research Project in the Schools of Missouri" (D. Anderson); "Tension and Motion as Factors in Expressive Conducting" (J. A. Labuta); "Programmed Instruction and Music Education" (R. Hutcheson); "Factors Influencing the Choice and Pursuance of a Career in Music Education" by A. Zimmerman (reviewed by E. Burgstahler); "The Development and Use of the Renaissance Trombone" (J. Nicholson); "A Study of the State Music Festivals in Missouri from 1959 to 1966" (M. O. Johnson); and "Taste, Music, and Education" (J. G. Faulkner). Articles in Volume 2, Number 2 are: "Progress Report on the Action Research Project in the Schools of Missouri" (F. B. McCurry); "Notes on Musical Taste" (C. A. Roeckle); "Music Reading" (Y. B. Pierce); "The Use of Notated Examples in Fifth Grade Music Appreciation Class" (H. Oberdin); "Ramos and Some Polemic Theorists of the Renaissance" (R. C. Jones); "Individualized Instruction for illustrate the following: the strategies for teaching "powerful" social studies; the structure of the knowledge to be learned; and the theory and research explaining meaningful learning in social studies. The textbook is built on recognizing that students need to construct knowledge in their own minds for it to be meaningful to them. It is divided into the following chapters: (1) "Meaningful Social Studies and the Student"; (2) "Teaching for Meaningful Learning in Social Studies"; (3) "Helping Students Develop Social Studies Inquiry Skills"; (4) "Helping Students Construct Concepts"; (5) "Helping Students Use Inquiry to Build Generalizations"; (6) "Using Instructional Strategies That Help Students Learn"; (7) "Helping Students Relate to Individuals and Communities"; (8) "Helping Students Become Citizens in a Democratic Society in an Ever More Interdependent World"; (9) "Helping All Students Experience Meaningful Social Studies"; (10) "Helping Students Interpret History"; (11) "Helping Students Interpret the Earth and Its People through Geography"; (12) "Helping Students Make Economic Decisions"; (13) "Helping Students Learn through Multiple Assessments and Evaluation"; (14) "Planning Units of Various Lengths and Formats"; and (15) "Helping Students Learn Social Studies with Technology." (BT)

ED 459 111 SO 033 173

Goodman, Wendy, Ed.
Living (and Teaching) in an Unjust World: New Perspectives on Multicultural Education.
PUB DATE- 01
NOTE- 224p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Environment; *Diversity (Student); Elementary Secondary Education; *Foreign Students; Global Approach; *Multicultural Education; Social Studies; Teacher Role
IDENTIFIERS- Educational Issues; Multicultural Literature

This collection of essays is a response to educators who limit multicultural education to "culture of the quarter" or "country of the week." The essays examine the issues of multicultural education deeply, exploring the just and unjust issues of schooling, the need to move beyond teaching about culture to facilitating self discovery, and the way classrooms mirror larger society. Following an introduction, essays in the collection are: (1) "Living (and Teaching) in an Unjust World" (D. Goodman); (2) "Listen to the Rhythm: Crossing Multicultural Boundaries" (D. Horan); (3) "Discovering the First-Grade Curriculum in 'The Empty Pot'" (W. Goodman); (4) "Questions of Power and the Power of Questions" (J. Pryor); (5) "Turning Over the Wheel: Discovering the Strength in Diversity" (C. Karns); (6) "Mediating Different Worlds: Bicultural Students at School" (A. I. Heras; E. Craviotto); (7) "Literacy Liberation with Trade Books in Social Studies" (T. A. Caron); (8) "'We've Never Read Any Book about Laos': Culturally Relevant Books in Literature Study Circles" (K. D. Samway); (9) "A Different Spin on Parent Involvement: Exploring Funds of Knowledge within a Systems Perspective" (L. Patterson; S. Baldwin); (10) "The Wheel of Advocacy: International Students in Middle America" (A. Edmonds); (11) "Affirming Difference while Building a Nation: Teaching Diversity in Neo-Apartheid America" (O. van

Fretwell, David H.; Wheeler, Antony
Hungary: Secondary Education and Training. Secondary Education Series.
PUB DATE- 01
NOTE- 18p.; For other papers in this series, see SO 033 436-441.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cultural Context; Developing Nations; *Educational Change; *Educational Policy; *Educational Practices; Educational Research; Foreign Countries; *Secondary Education; *Training
IDENTIFIERS- Educational Issues; *Hungary; World Bank

The World Bank has been assisting the efforts of developing countries to reform secondary education systems for more than 35 years. During this period, the context and imperatives for education reform have changed considerably due to various factors such as globalization of the world economy and the impact of new technologies. This paper is one of a series which addresses a wide range of topics within secondary education that reflect current challenges. The paper, a country case study, describes the experiences of Hungary in developing secondary education. As a country case study, the paper explores the complexity of secondary education and training systems in Hungary and the correspondingly difficult choices the government faces in reforming them. It is divided into the following sections: "Country Context"; "Development of Secondary Education and Training"; "Quality and Learning"; "Equity"; "Management and Institutional Development"; "Innovations"; "Bank Support to the Country"; and "Issues." Annexed are data giving the percentage share of students in secondary education for the countries of Eastern Europe and Central Asia. (BT)

ED 459 132 SO 033 436

Liang, Xiaoyan
China: Challenges of Secondary Education. Secondary Education Series.
PUB DATE- 01
NOTE- 26p.; For other papers in this series, see SO 033 435-441.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cultural Context; Developing Nations; *Educational Change; *Educational Policy; *Educational Practices; Educational Research; *Elementary Secondary Education; Foreign Countries; *Training
IDENTIFIERS- *China; Educational Issues; World Bank

The World Bank has been assisting the efforts of developing countries to reform secondary education systems for more than 35 years. During this period, the context and imperatives for education reform have changed considerably due to various factors such as globalization of the world economy and the impact of new technologies. This paper is one of a series which addresses a wide range of topics within secondary education that reflect current challenges. The paper, a country case study, aims to provide an overview of the achievements, issues, and challenges of the primary and secondary education systems in China. The paper places particular emphasis on the secondary education system because the issues in secondary education are complicated and diverse and not well defined--secondary education includes lower and upper secondary schooling (formal,

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Developing Nations; Elementary Secondary Education; Foreign Countries; *Job Satisfaction; Stress Variables; Teacher Motivation; Teaching Conditions; *Teaching (Occupation)

This report presents results from a literature review that examined teacher job satisfaction in developing versus developed nations. The review involved computer searches using keywords, manual searches of databases, follow-up of references from papers, requests to research institutions worldwide, and searches of dissertations. Overall, most work has been focused on secondary school teachers. Issues related to elementary teachers and principals have not received much attention. There was no generally agreed upon definition of job satisfaction or standardization of instruments used in the available literature. What little research had been done in developing nations was based on a set of theoretical assumptions that had been developed from findings in developed nations. The evidence available from mature educational systems identified a complex picture in which job satisfaction, itself a multi-faceted concept, was closely related to the other key factors of worklife complexity and work centrality. Stress was produced, manifested, and coped with differently in different societies. The role played by stress in the normal working life of teachers in developing countries was a little-understood area. (Contains 57 references.) (SM)

ED 459 151 SP 040 369

Marzano, Robert J.; Norford, Jennifer S.; Paynter, Diane E.; Pickering, Debra J.; Gaddy, Barbara B.
A Handbook for Classroom Instruction That Works.
PUB DATE- 01
NOTE- 395p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; Advance Organizers; Cooperative Learning; Cues; Decision Making; Differences; Elementary Secondary Education; Feedback; Homework; Hypothesis Testing; Inquiry; Knowledge Representation; *Learning Strategies; Metaphors; Notetaking; Objectives; Problem Solving; Recognition (Achievement); Reinforcement; *Teaching Methods
IDENTIFIERS- Analogies; Questions; Similarities; Summarization

This handbook is intended to be a self-study guide to the effective use of nine specific instructional strategies proven to improve student achievement. The strategies are: (1) identifying similarities and differences (comparing, classifying, creating metaphors, and creating analogies); (2) summarizing and note taking; (3) reinforcing effort and providing recognition; (4) homework and practice; (5) representing knowledge (nonlinguistic representations); (6) learning groups (cooperative learning); (7) setting objectives and providing feedback; (8) generating and testing hypotheses (e.g., problem solving, and decision making); and (9) cues, questions, and advance organizers. The handbook describes the nine strategies and addresses instructional strategies that are most appropriate with specific types of knowledge, such as vocabulary terms, generalizations, and processes. A framework for using the instructional strategies to improve teacher

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Foreign Countries; *Informal Education; Secondary Education; *Secondary School Teachers; Teaching Conditions; *Teaching Load
IDENTIFIERS- Canada; *Formal Education

Following up on an earlier national survey study of Canadian teachers' formal and informal learning, this study had 13 Ontario secondary teachers keep detailed logs of their day and evening activities, along with notations about what they may have learned as a result of engaging in each activity, for 7 consecutive days in late 1999, and again in early 2000. Following an analysis of the diaries, researchers conducted telephone interviews with four of the teachers to further explore their formal and informal learning, particularly pertaining to several province-wide schooling reform initiatives being introduced at the time. The diaries revealed an average teacher workload of 48.7 hours per week. These actual hours of work represented approximately 17 percent more hours per week than the hours calculated by these same teachers when asked in the earlier Phase One survey simply to estimate their weekly workload. The diaries also indicated that these teachers spent an average of 7 hours per week in informal learning specifically about schooling and teaching-related matters through various intentional learning activities. They spent an average of 6 hours per week in intentional informal learning pertaining to a wide variety of other subjects. Appendixes include the original diary survey package, the February revised diary package, and miscellaneous data from the CIF/NALL Survey, 1998-9. (Contains 55 bibliographic references, 17 endnotes, and 6 tables.) (SM)

ED 459 171 SP 040 398

School Health Index for Physical Activity and Healthy Eating: A Self-Assessment and Planning Guide. Middle School/High School.
SPONS. AGENCY- Robert W. Woodruff Foundation, Inc., Atlanta, GA.
PUB DATE- 00
NOTE- 139p.; Additional funding provided by the CDC Foundation.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Community Involvement; Comprehensive School Health Education; Dietetics; *Eating Habits; Educational Environment; Family Involvement; Family School Relationship; Health Behavior; Health Promotion; *Nutrition Instruction; Physical Activities; *Physical Activity Level; Physical Education; Physical Fitness; Physical Health; Planning; School Community Relationship; School Counseling; School Health Services; School Personnel; School Policy; Secondary Education; Self Evaluation (Groups); Social Services

This self-assessment and planning guide is designed to help schools evaluate their physical activity and nutrition policies and programs based on national standards and guidelines. It assists schools in identifying strengths and weaknesses of their health promotion policies and practices, developing action plans for improving student health, and involving teachers, parents, students, and the community in improving school services. The first section offers instructions for the site coordinator, which include: review the modules, assemble

(Groups); *Special Education

The National Center on Educational Outcomes has identified six core principles of assessment and accountability systems that include all students, specifically students with disabilities, and they have developed brief statements of rationale for each of the principles. These principles, which reflect best practices, are consistent with the requirements of current federal laws governing special education and Title I services. Self-study checklists for participation, accommodations, and alternate assessment have been developed based on these principles. This study guide focuses on these checklists and provides a workbook format to study the implementation of these systems in a given educational setting. Each section contains the self-study checklist with a discussion of adaptation to state and school district settings, a recording form for adaptations made, examples of key questions and evidence, a checklist, and an action planning process recording form. (SLD)

ED 459 191 TM 033 471

Jerald, Craig D.
Real Results, Remaining Challenges: The Story of Texas Education Reform.
PUB DATE- 01
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Accountability; *Achievement Gains; Achievement Tests; *Educational Change; Educational Policy; Elementary Secondary Education; *Minority Groups; State Programs; *State Standards; *Test Results; Testing Programs
IDENTIFIERS- *National Assessment of Educational Progress; *Texas; Texas Assessment of Academic Skills

This paper summarizes what is known about the effects of Texas policies to raise academic standards, measure student performance, and impose consequences for results over the past decade. A careful review of the best available evidence shows that, while Texas has not yet achieved an education "miracle," the state has taken several steps forward and achieved some real successes. The Texas reforms have made a positive difference for students overall, especially for low-income and minority children. Texas still has a long way to go to improve the system enough for every student at every level. Texas has seen dramatic increases in passing rates across all grade levels and subjects on the Texas Assessment of Academic Skills (TAAS) examinations with equally dramatic decreases in test-score differences according to racial and socioeconomic status. Texas also ranked among the top states on the 1996 National Assessment of Educational Progress (NAEP) grade assessment, with Texas students tied for the highest gain in mathematics achievement from 1992 to 1996. Texas students scored well above average on the NAEP writing assessment in 1998. NAEP data are particularly impressive for African American students. The evidence also indicates that the gains have not come at the cost of higher dropout rates. High school completion rates in Texas have increased over the past 8 years. There are still substantial achievement gaps in Texas between different groups of students on state tests and NAEP assessments. Too many students fail to complete high school, and the state still has a long way to go to raise academic standards and student achievement so that all students graduate from high school and enroll in higher education ready to tackle college-level work. (Contains 12 tables and 16 figures.) (SLD) preparation, special education, and life and social skills training. Vocational education is offered at an average of 86% of juvenile institutions within a particular state. Appendixes contain profiles of education in adult and juvenile facilities. (SLD)

ED 459 211 TM 033 510

Kirshstein, Rita; Best, Clayton
Using Correctional Education Data: Issues and Strategies.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. Office of Correctional Education.
PUB DATE- 97
NOTE- 57p.; Cover page varies.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Correctional Education; Data Analysis; *Data Collection; Equivalency Tests; Evaluation Methods; *Evaluation Utilization; Program Development; *Resource Allocation; *Vocational Education

Given the competition for limited resources at all levels of funding for correctional education coupled with public sentiment that swings between punishment of offenders and their rehabilitation, correctional education data at the program level have become more important than ever. This handbook explores the use of data in correctional education programs. It provides information on collecting, processing, and reporting data in correctional education settings and examines the role of data in evaluating correctional education programs. It assumes that collecting information on programs, participants, and outcomes is vital for program planners and administrators and may be useful for legislators and other groups who might be interested in funding correctional education programs. The handbook contains these sections: (1) "Introduction"; (2) "Collecting Correctional Education Data"; (3) "Processing Correctional Education Data"; (4) "Reporting Correctional Education Data"; and (5) "Evaluating Correctional Education." An appendix contains some sample data reports. (Contains 13 exhibits and 10 references.) (SLD)

ED 459 212 TM 033 511

Loomis, Susan Cooper
Judging Evidence of the Validity of the National Assessment of Educational Progress Achievement Levels.
SPONS. AGENCY- National Assessment Governing Board, Washington, DC.
PUB DATE- 01
NOTE- 40p.; Paper presented at the Annual Meeting of the Council of Chief State School Officers (Houston, TX, June 24-27, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Cutting Scores; Elementary Secondary Education; *Evaluation Methods; National Surveys; Standards; *Test Results; *Validity
IDENTIFIERS- Competency Tests; *National Assessment of Educational Progress; *Standard Setting

This paper describes (1) the procedures developed to set achievement levels for the National Assessment of Educational

DESCRIPTORS- *Academic Achievement; *Black Students; Curriculum; Educational Attainment; Educational Finance; Elementary Secondary Education; Equal Education; *Hispanic American Students; Mathematics Achievement; Minority Group Children; *Poverty; *Racial Differences; Reading Achievement; Science Achievement; Special Needs Students; Tables (Data); Teacher Effectiveness; Teaching Skills; White Students
IDENTIFIERS- African Americans; District of Columbia; Latinos; National Assessment of Educational Progress

This report provides data on the academic achievement gap that separates low-income and minority students from other students, examining how well different groups of students perform in the District of Columbia and noting inequities in teacher quality, course offerings, and funding. Included are tables and data that provide: a frontier gap analysis (a comparison of the District of Columbia to the leaders in achievement and gap closing); student profile (the demographic distribution of youth in District of Columbia); state performance (academic achievement and educational attainment); opportunity (well prepared teachers, challenging curricula, special student placements, effective instruction, and annual per pupil investments); minority achievement gains, state by state; and analysis of minority-white achievement gaps by subject area and grade level. African American and Hispanic 8th graders in the District of Columbia score more than 4 years behind white 8th graders in the District in reading and about 3 years behind in writing. The District's poor/non-poor achievement gap would close for 8th graders in both science and math if poor students in the District of Columbia scored as well as poor students in North Dakota. (Contains 24 references.) (SM)

ED 459 230 UD 034 482

State Summary of Florida. Ed Watch Online.
SPONS. AGENCY- Carnegie Corp. of New York, NY.
PUB DATE- 01
NOTE- 27p.; Also supported by the Washington Mutual Foundation. For the other State Summaries, see UD 034 473-523. For the Summary of the Nation, see UD 034 472.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *Black Students; Curriculum; Educational Attainment; Educational Finance; Elementary Secondary Education; Equal Education; *Hispanic American Students; Mathematics Achievement; Minority Group Children; *Poverty; *Racial Differences; Reading Achievement; Science Achievement; Special Needs Students; Tables (Data); Teacher Effectiveness; Teaching Skills; White Students
IDENTIFIERS- African Americans; Florida; Latinos; National Assessment of Educational Progress

This report provides data on the academic achievement gap that separates low-income and minority students from other students, examining how well different groups of students perform in Florida and noting inequities in teacher quality, course offerings, and funding. Included are tables and data that provide: a frontier gap analysis (a comparison of Florida to the leaders in achievement and gap closing); student profile (the demographic distribution of youth in Florida); state performance (academic achievement and educational attainment); opportunity (well prepared teachers, challenging curricula, special student placements, effective instruction, and annual per pupil investments); minority achievement gains, state by state; and analysis of minority-white achievement gaps by

PUB DATE- 01
NOTE- 27p.; Also supported by the Washington Mutual Foundation. For the other State Summaries, see UD 034 472-523. For the Summary of the Nation, see UD 034 472.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *Black Students; Curriculum; Educational Attainment; Educational Finance; Elementary Secondary Education; Equal Education; *Hispanic American Students; Mathematics Achievement; Minority Group Children; *Poverty; *Racial Differences; Reading Achievement; Science Achievement; Special Needs Students; Tables (Data); Teacher Effectiveness; Teaching Skills; White Students
IDENTIFIERS- African Americans; Latinos; National Assessment of Educational Progress; Nebraska

This report provides data on the academic achievement gap that separates low-income and minority students from other students, examining how well different groups of students perform in Nebraska and noting inequities in teacher quality, course offerings, and funding. Included are tables and data that provide: a frontier gap analysis (a comparison of Nebraska to the leaders in achievement and gap closing); student profile (the demographic distribution of youth in Nebraska); state performance (academic achievement and educational attainment); opportunity (well prepared teachers, challenging curricula, special student placements, effective instruction, and annual per pupil investments); minority achievement gains, state by state; and analysis of minority-white achievement gaps by subject area and grade level. Student achievement data are based on the National Assessment of Educational Progress (NAEP). Nebraska did not participate in the 1998 NAEP reading and writing tests; therefore, it is impossible to provide a complete profile of student achievement in Nebraska. African American 8th graders in Nebraska made more progress in math from 1990 to 1996 than African American 8th graders in any other state and currently out-perform African American 8th graders in all other states in math. However, African American 8th graders in Nebraska score about 3 years behind white 8th graders in the state in math and science. Hispanic 8th graders score more than 3 years behind white 8th graders in the state in math and more than 2 years behind in science. Eighth graders from low-income families in Nebraska score nearly 2 years behind non-poor 8th graders in the state in math and science. (Contains 24 references.) (SM)

ED 459 249 UD 034 501

State Summary of Nevada. Ed Watch Online.
SPONS. AGENCY- Carnegie Corp. of New York, NY.
PUB DATE- 01
NOTE- 27p.; Also supported by the Washington Mutual Foundation. For the other State Summaries, see UD 034 472-523. For the Summary of the Nation, see UD 034 472.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *Black Students; Curriculum; Educational Attainment; Educational Finance; Elementary Secondary Education; Equal Education; *Hispanic American Students; Mathematics Achievement; Minority Group Children; *Poverty; *Racial Differences; Reading Achievement; Science Achievement; Special Needs Students; Tables (Data); Teacher Effectiveness; Teaching Skills; White Students

special student placements, effective instruction, and annual per pupil investments); minority achievement gains, state by state; and analysis of minority-white achievement gaps by subject area and grade level. Student achievement data are based on the National Assessment of Educational Progress (NAEP). Because Vermont did not participate in any of the NAEP tests given in 1998, it is impossible to provide a complete profile of student achievement in Vermont. According to 1996 data, Hispanic 8th graders in Vermont score more than 2 years behind white 8th graders in science. Eighth graders from low-income families in Vermont score about 1 year behind non-poor 8th graders in the state in math and science. (Contains 24 references.) (SM)

ED 459 267 UD 034 519

State Summary of Virginia. Ed Watch Online.
SPONS. AGENCY- Carnegie Corp. of New York, NY.
PUB DATE- 01
NOTE- 27p.; Also supported by the Washington Mutual Foundation. For the other State Summaries, see UD 034 472-523. For the Summary of the Nation, see UD 034 472.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *Black Students; Curriculum; Educational Attainment; Educational Finance; Elementary Secondary Education; Equal Education; *Hispanic American Students; Mathematics Achievement; Minority Group Children; *Poverty; *Racial Differences; Reading Achievement; Science Achievement; Special Needs Students; Tables (Data); Teacher Effectiveness; Teaching Skills; White Students
IDENTIFIERS- African Americans; Latinos; National Assessment of Educational Progress; Virginia

This report provides data on the academic achievement gap that separates low-income and minority students from other students, examining how well different groups of students perform in Virginia and noting inequities in teacher quality, course offerings, and funding. Included are tables and data that provide: a frontier gap analysis (a comparison of Virginia to the leaders in achievement and gap closing); student profile (the demographic distribution of youth in Virginia); state performance (academic achievement and educational attainment); opportunity (well prepared teachers, challenging curricula, special student placements, effective instruction, and annual per pupil investments); minority achievement gains, state by state; and analysis of minority-white achievement gaps by subject area and grade level. Hispanic 8th graders in Virginia out-perform Hispanic 8th graders in all other states in reading and writing. Hispanic 8th graders in Virginia also made more progress in math from 1990 to 1996 than Hispanic 8th graders in most other states. However, Hispanic 8th graders in Virginia still score more than 2 years behind white 8th graders in the state in math, science, and reading, and 1 year behind in writing. African American 8th graders in Virginia score 3 years behind white 8th graders in the state in math and science, more than 2 years behind in reading, and nearly 2 years behind in writing. The state's poor/non-poor achievement gap would close for 8th graders in science if poor students in Virginia scored as well as poor students in North Dakota. (Contains 24 references.) (SM)

ED 459 268 UD 034 520

New Century. A Summary of Proceedings of the Conference (St. Paul, Minnesota, June 23, 2000).
SPONS. AGENCY- Minnesota Univ., Minneapolis. Center for Advanced Studies in Child Welfare.; Minnesota State Dept. of Human Services, St. Paul. Div. of Family and Children's Serivces.
PUB DATE- 01
NOTE- 52p.; Page numbers in the table of contents do not correspond to pagination of the text. Appendices are not available from ERIC. "With funding from Title IV-E Funds."
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Child Welfare; Foreign Countries; Foster Care; Minority Groups; *Poverty; Public Policy; Racial Factors; Welfare Services
IDENTIFIERS- *Social Justice; United Kingdom; Welfare Reform

This collection of papers presents the proceedings of a June 2000 conference that examined the concept of social justice and determined what elements of social justice could help set an agenda for the child welfare system in the new century. The conference proceedings include: "Introduction: Historical Highlights" (Esther Wattenberg); "The Struggle for a Responsive Child Welfare System: The Role of the Children's Bureau" (Cecilia Sudia); "Reflections" (Jeanne Giovannoni); "Commentary" (Clarke Chambers); "Challenges from the Front Line" (Denise Revels Robinson); "Award to Senator Robert Tennessen" (Sandra Gardebring); "The Current Crisis in Child Welfare: What Can Be Done?" (Mark Courtney); "A Comparative View of Child Welfare: Britain and the United States" (Michael Little); "The Welfare of Children: Agenda Items for a New Century--A Panel Discussion"; and "Response from the Field: A New Direction, A New Generation." (SM)

ED 459 287 UD 034 586

Allensworth, Elaine; Easton, John Q.
Calculating a Cohort Dropout Rate for the Chicago Public Schools: A Technical Research Report.
PUB DATE- 01
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Age Differences; Cohort Analysis; *Dropout Rate; *Dropout Research; Dropouts; Research Methodology; Secondary Education
IDENTIFIERS- *Chicago Public Schools IL

This technical report addresses the complexities of calculating dropout rates and presents results from one method of calculation that represented Chicago Public Schools (CPS) dropout rates over several years. The goal was to develop an indicator that would provide accurate and comparable measurement over a sufficient length of time to reveal the extent to which CPS dropout rates were declining or rising. Although the methods used to calculate this statistic were based on Hess' procedure (developed in the 1980s), there were several key alterations. The major difference was that in this study, students were grouped into cohorts according to when they reached their 13th birthday, rather than starting the cohort when students entered high school for the first time. Students were followed from ages 13-19 years. The report presents results of the calculations and describes how and why researchers modified Hess' methods, documenting decisions they

Elliott, Mark; Grote, Mae Watson; Levin-Waldman, Oren M.
Deepening Disparity: Income Equality in New York City.
PUB DATE- 01
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Attainment; *Family Income; Females; Heads of Households; Job Skills; Labor Market; *Low Income Groups; Poverty
IDENTIFIERS- *Income Disparities; *New York (New York); Wealth

Analysis of the Current Population Survey data for New York City reveals that the economic growth of the 1990s increased the income of families across the earnings spectrum nationally; however, earnings among families in the top quintile outpaced other quintiles, leading to an increase in income inequality. This inequality was substantially greater in New York state, and income inequality was greater in New York City than in either the state or the nation. Income inequality in New York City was also higher than in other major cities analyzed. Rising income inequality has been spurred by rapid income gains among the top fifth of New Yorkers and stagnant across incomes among the poorest fifth. Low earnings are directly related to low job skills and to households being headed by women. Nearly 30 percent of all New York City families are headed by people with less than an 11th-grade education, and nearly two-thirds of low-income households are headed by women. Policy recommendations include: increase the minimum wage, establish a New York City Earned Income Tax Credit, and invest in the skills of New York City's workforce. (SM)

ED 459 307 UD 034 618

Suarez-Orozco, Carola; Suarez-Orozco, Marcelo M.
Children of Immigration. The Developing Child Series.
SPONS. AGENCY- Grant (W.T.) Foundation, New York, NY.; Spencer Foundation, Chicago, IL.; National Science Foundation, Arlington, VA.
PUB DATE- 01
NOTE- 206p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Acculturation; *Children; Cultural Differences; Elementary Secondary Education; *Ethnicity; *Immigrants; *Immigration
IDENTIFIERS- *Identity Formation

This book offers an interdisciplinary perspective on who the children of immigrants are, considering historical and contemporary social attitudes, opportunities, and barriers they encounter. It examines the psychosocial experiences of immigration and considers how these factors interact in ways that lead to divergent pathways of adaptation and identity formation. Information comes from the Longitudinal Immigrant Student Adaptation study and basic research and practice with immigrants and their children. Chapter 1 explores various pathways that immigrant families take to their new homes, distinguishing between immigrants, transnationals, and refugees. Chapter 2 discusses the new immigration, examining how it differs from the immigration of 100 years ago. It notes historical responses to immigration, examines parallels to providing contents information, each track contains a section answering questions about aspects of federal student aid. The sections are: (1) "Sources of Non-Federal Aid"; (2) "Federal Student Aid Programs"; (3) "Eligibility Requirements and Applications Procedures"; (4) "Student Aid Report and the Expected Family Contribution"; (5) "Federal Pell Grants, Federal Supplementary Educational Opportunity Grants, and Federal Work Study"; (6) "Federal Perkins Loans"; (7) "Federal Loans for Students"; (8) "Federal Loans for Parents"; (9) "Consolidation Loans"; and (10) "Where To Go from Here." (SLD)

ED 458 861 HE 034 515

Greiman, Bradley C.; Birkenholz, Robert J.
Assessing Research Capacity in Agricultural Education: A Summary of Twelve Land Grant Program Administrators.
PUB DATE- 00
NOTE- 14p.; In: "21st Century Research for Agricultural Education. Proceedings of the National Agricultural Education Research Conference (27th, San Diego, California, December 6, 2000)"; see ED 449 351.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Agricultural Education; College Faculty; Evaluation Methods; Graduate Students; Higher Education; *Land Grant Universities; Needs Assessment; Program Effectiveness; *Research; Resources; *Teacher Characteristics

The research capacity of agricultural education was studied from the perspective of individual institutions and the profession through data collected from agricultural education faculty, primarily department administrators, representing 12 land grant institutions. Respondents were asked to provide information regarding faculty, graduate students, research support staff, and research infrastructure. Respondents were also asked to indicate the level of expertise within the agricultural education profession involving disciplinary skills. Findings indicate a wide disparity among institutions in the number of faculty employed, the number of graduate students, and the number of assistantships available. It is also concluded that agricultural education programs have access to a wide range of research support staff and infrastructure resources. In general, these resources appear adequate to meet the needs of researchers. Respondents characterized the agricultural education profession as possessing expertise and a number of disciplinary skills. Additional faculty appointments were recommended to conduct research and mentor graduate students, and tenured faculty were encouraged to continue to conduct and publish research studies. Additional recommendations were made to enhance the research skills and potential contributions of agricultural education collaborative efforts. (Contains 16 references.) (SLD)

ED 458 862 HE 034 516

Birkenholz, Robert J.; Greiman, Bradley C.
Assessing Research Capacity in Agricultural Education: A Case Study of NCA-24 Institutions.
PUB DATE- 00
NOTE- 14p.; In: "21st Century Research for Agricultural Education. Proceedings of the National Agricultural Education Research Conference (27th, San Diego, California, December 6,

PUB DATE- 01
NOTE- 110p.; For CLIP Note #29, see ED 443 431. Prepared by the College Libraries Section of the Association of College and Research Libraries.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Academic Libraries; *College Libraries; Higher Education; Librarians; *Library Administration; *Library Personnel; *Library Policy; *Library Surveys; Policy Formation; Professional Personnel; *Sabbatical Leaves

The "College Library Information Packet (CLIP) Note" series is known for providing college and university libraries with reviews and current documentation on library practices and procedures of relevance to them. This "CLIP Note" provides information and sample policies on travel, sabbaticals, and study leaves of absence in small academic libraries. It is designed to assist library administrators in designing new or better travel policies of their own. The data and sample policies should provide information with which library administrations can sway academic administrators to specifically include librarians in sabbatical and study leave policies. A survey was distributed in May 2000 to 267 libraries that were then members of the "CLIP Note" survey pool, and 125 were returned for a 47% response rate. In the Introduction, an analysis of survey results is given, with discussion of the results organized by survey questions as follows: General Institutional Information (Questions 1-12); Rank, Tenure, and Continuing Education (Questions 13-15); Travel Policies, Compensatory Time, and Administrative Travel (Questions 16-22); Activities Covered by Travel Policies (Questions 23-24, 32); Distribution of Funds (Questions 25-29); Additional Funding for Participation (Questions 30-31); Sources and Frequency of Funding (Questions 33-34); After the Conference (Questions 35-38); and Sabbaticals, Study Leaves and Tuition Support (Questions 39-43). Survey results follow. Sample travel, sabbatical, and study leave policies that are representative of the broadest and most varied of policies provided by responding institutions are included in this document. (Contains 20 references.) (AEF)

ED 458 882   IR 058 320

Whitley, Peggy; Olson, Catherine; Goodwin, Susan Williams
99 Jumpstarts to Research: Topic Guides for Finding Information on Current Issues.
PUB DATE- 01
NOTE- 227p.; Grades 9 to Adult.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- Databases; *Information Sources; *Online Searching; Publications; Reference Materials; *Research Papers (Students); Researchers; *Search Strategies; Student Research; World Wide Web
IDENTIFIERS- Web Sites

This book, created by three reference librarians, teaches the beginning researcher good research habits. It provides names of tools students should consult for a well-rounded, well-researched paper on a controversial issue in the news. Books,

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Algebra; *Cognitive Processes; Community Colleges; Comparative Analysis; *Computer Assisted Instruction; Mathematical Aptitude; Two Year Colleges
IDENTIFIERS- *Computer Algebra; *Orange Coast College CA

This study examined the cognitive impact of implementing a computer algebra system (CAS) on six intermediate algebra classes at Orange Coast College (California). The control group of three classes was taught using the traditional method of instruction and scientific calculators. The other three classes were the experimental group and were taught using the computer-based system known as CAS TI-89. The research was conducted as a quasi-experimental nonrandomized control group pretest-posttest design. The posttest results indicated no statistically significant difference in mean scores for the capability to perform mathematics by hand between the control and experimental groups. Also, analyses of chapter examinations indicated no statistically significant difference in mean scores regarding the capability to perform algebraic manipulation by hand between the control and experimental groups. However, there was a statistically significant difference in mean scores indicating that the experimental group outperformed the control group in their ability to solve higher-order reasoning skills problems by hand. (KP)

ED 458 902 JC 020 010

University and Community College Systems of Nevada Report on Articulation and Transfer.
PUB DATE- 98
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation (Education); *College Transfer Students; Community Colleges; *Degrees (Academic); Educational Policy; Grade Point Average; Higher Education; *Institutional Cooperation; Majors (Students); *Transfer Policy; Universities
IDENTIFIERS- *Nevada

This document reports on articulation and transfer in the University and Community College System of Nevada (UCCSN). In 1996, the Board of Regents of UCCSN established guidelines for facilitating transfer students in the transfer process and encouraging completion of an associate's degree. The policy states: (1) that all campuses will enact institution-to-institution agreements that provide completion of an associate's degree; (2) all students who have attained an associate's degree will receive admission at junior status; (3) associate's degree attainment automatically fulfills all University of Nevada, Las Vegas (UNLV) and University of Nevada, Reno (UNR) general education requirements; (4) reverse transfer agreements will be made if lower-division courses required by the major are not offered by the community college; and (5) transfer students will be able to complete bachelor's degrees in the same time as native UNR or UNLV students. This report presents data since initiation of these guidelines. Findings from fall of 1997 data show that a significant percentage of undergraduates at Nevada universities previously completed coursework at Nevada community colleges. Approximately 55% of seniors at UNR have transfer credit, and 44% of seniors at UNLV have transfer credit. This document also design, and student focus. These elements were investigated to determine: (1) the current level of faculty satisfaction; (2) the extent to which perceptions differed among academic division affiliations; (3) the extent to which perceptions differed between campuses; and (4) the extent to which perceptions differed when gender, ethnicity, years at PCC, or level of education were considered. Surveys were distributed to 112 permanent faculty members; 96 surveys were returned, for a response rate of 85%. The author used the Personal Assessment of College Environment (PACE) survey instrument. Findings include: (1) the organizational structure scale measured the extent to which the organization supported the faculty--4% of faculty reported the system was coercive, 31% found the system competitive, 45% identified it as consultative, and 20% found it to be collaborative; and (2) the largest number of open-ended comments was within the topic category of formal influence--94% of the comments in this category indicated unfavorable perceptions of the PCC working environment. Faculty seemed to feel excluded from administrative decision-making and that their creativity was stifled. (NB)

ED 458 922 JC 020 045

Annual Report to the Ministry of Advanced Education, Training and Technology, 2000-2001.
PUB DATE- 01
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation (Education); College Credits; *College Transfer Students; Community Colleges; Foreign Countries; Higher Education; *Institutional Cooperation; *Transfer Policy; Transfer Programs; *Transfer Rates (College); Transfer Students
IDENTIFIERS- *British Columbia

This annual report documents the activities of the British Columbia (BC) Council on Admissions and Transfer. Highlights include: (1) the BC Transfer Guide lists equivalencies for first- and second-year courses taken at 23 "sending" institutions, transferring to 12 "receiving" institutions--as of March 2001, a total of 7,235 such courses were listed; (2) a total of 45,392 transfer agreements were recorded; (3) a total of 1,846 changes were made to 2000-2001 sending institution courses in the 5-month period of November 2000 through March 2001; (4) according to a survey of BC students, 71% transferred from a college or junior institute to a four-year institution for further studies, 86% were at least satisfied with their transfer experience, and 12% reported not receiving all the transfer credit they expected; (5) BC college transfer students entering the three largest BC universities receive credit for 85% of the credits they earn at college; (6) analyses of student transcripts revealed that the most significant reason for courses not transferring is that they have not been articulated--that is, the college offering the course has not negotiated transfer credit; and (7) three projects were launched to enhance transferability in specific discipline or program areas. This report also includes a chart of major activities, a list of council members and meetings, listings of projects completed and in process, and an appendix. (EMH)

ED 458 923 JC 020 046

McKenney, Cynthia B.

program concentrating on building literacy and mathematics skills and English as a second language. (KB)

ED 458 941 PS 029 888

Gellens, Suzanne R.
Activities That Build the Young Child's Brain.
PUB DATE- 00
NOTE- 88p.; With articles by Nancy Fraser, Bernard L. Maria, and Barbara E. Maria.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Brain; Child Development; *Class Activities; Cognitive Development; Early Childhood Education; *Early Experience; Emotional Development; *Enrichment Activities; Intellectual Development; *Learning Activities; Physical Development; Social Development; *Young Children
IDENTIFIERS- *Brain Development

This book presents 350 classroom-tested activities for use with children to create an environment that will stimulate young children's brains. Designed to be used by families, classroom teachers, family childcare providers, or others caring for young children, the book includes information on current brain research and describes interest areas in the child's surroundings. The book's introductory section presents information on brain development in young children and notes the importance of providing activities that stimulate the senses during the early years. Sections on emotional development, social development, physical development, and intellectual development describe the particular developmental domain and suggest activities to facilitate development in that domain. Some activities are meant to be used daily and others are designed to use occasionally. Topics discussed in the intellectual development section include how children learn to think, activities that build children's brains, stories and books, music and the brain, enrichment activities, fine arts, and multiple intelligences. Activities for several classroom areas are presented, including the block area, pretend play area, art area, and the discovery area. The book's final section discusses lessons to be learned from brain research, the importance of providing developmentally appropriate activities, the role of educational delivery systems, classroom atmosphere, problems affecting children, talking with parents, and using brain research results responsibly. (Contains 25 references.) (KB)

ED 458 942 PS 029 893

Hendy, Lesley; Toon, Lucy
Supporting Drama and Imaginative Play in the Early Years. Supporting Early Learning.
PUB DATE- 01
NOTE- 171p.; Series Editors: Vicky Hurst and Jenefer Joseph. Published by Open University Press.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

childhood education experience, school and class characteristics, teacher perspectives, gender, parental education level, and family income. The report concludes by noting that what matters in children's progress is how children interact with adults and others and how they engage in activities, particularly those that use symbols and language. A list of publications available from the Competent Children's Project concludes the report. (KB)

ED 458 959 PS 029 918

Swift, Madelyn
Discipline for Life: Getting It Right with Children.
PUB DATE- 99
NOTE- 282p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Anger; *Child Rearing; *Children; *Cooperation; *Discipline; Expectation; *Parent Child Relationship; Parents; *Parents as Teachers; Praise; Problem Solving; Self Esteem; Teachers; Timeout
IDENTIFIERS- Character Education; Respect

Based on the view that how parents discipline their children in the early years plays a significant role in determining their child's future behavior and relationships, this book offers advice for helping parents teach their children to accept responsibility for their own behavior, to form healthy relationships, develop sound and helpful communication, acquire correct principles to guide their lives, use problem solving, discover resourcefulness and negotiating skills, and deal with anger. Although addressed primarily to parents, the book is also directed to teachers and early childhood educators. The book is presented in six sections: (1) "The Journey Begins," introducing the fundamental principles of discipline; (2) "Vision," presenting a vision of parenting, including information on the current status of America's children and suggestions for deciding what parents want to teach their children and how they can decide what lesson needs to be learned; (3) "Gaining Cooperation without Losing Your Mind!," identifying barriers to cooperation and suggesting ways to use respectful language and teach children respect as a second language; (4) "Don't Start What You Can't Finish," presenting tips on using various discipline strategies and the consequences of those strategies, problem-solving strategies, and dealing with temper tantrums; (5) "Building Self-Esteem," discussing the importance of self-esteem, and presenting ways to help children develop important life beliefs paralleling the components of self-esteem (existence, accomplishment, and mistakes); and (6) "The Journey Continues," reinforcing the view of parenting as a challenging process for everyone. (Contains 37 references.) (KB)

ED 458 960 PS 029 919

Folden, Pam, Ed.
West Virginia KIDS COUNT Data Book: 2000 County Profiles of Child Well-Being.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.
PUB DATE- 01
NOTE- 193p.; For 1999 Data Book, see ED 440 744. Also sponsored

Noting the increasing recognition of the importance of quality early child care in Kansas, this report examines the status of child care in Kansas and efforts to improve quality. The report discusses the need for quality care, focusing on the increase in the number of working families, the importance of the early years for brain development, and the quality and affordability of care. The report also presents information on staff-to-child ratios and caregiver wages in Kansas, other efforts to assess quality, and child care subsidies. Strategies to improve quality care are then described, including accreditation of providers meeting specified standards of care and education, increased professional development opportunities for providers, and enhanced compensation for providers. Based on the view that all Kansans have a vested interest in improving the quality of early care, the report highlights the following recommendations: (1) continue efforts to educate parents, policymakers, and citizens about the importance of providing high quality child care; (2) increase funds for child care subsidies; (3) expand programs to upgrade skills and education of early child care professionals; (4) facilitate access to the Child and Dependent Care Tax Credit for low-income families; (5) develop a tiered reimbursement plan providing financial incentives for providers; (6) expend the Smart Start grants framework allowing more communities to access funds to enhance the quality of local early child care programs; and (7) explore opportunities to expand Early Head Start and Head Start. The report concludes with a list of resource and reference materials. (Contains 34 endnotes.) (KB)

ED 458 977 PS 029 938

Lombardi, Joan; Poppe, Julie
Investing in Better Care for Infants and Toddlers: The Next Frontier for School Readiness.
SPONS. AGENCY- A.L. Mailman Family Foundation, Inc.
PUB DATE- 01
NOTE- 17p.; Theme issue. Published 12 to 18 times a year and is distributed without charge to legislative leaders, council and research directors, legislative librarians, and selected groups for each issue.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Change Strategies; *Child Caregivers; Child Health; Child Safety; *Day Care; Disabilities; Family Work Relationship; Government Role; *Infant Care; *Infants; Parent Education; Preschool Education; Program Descriptions; *Public Policy; School Readiness; State Legislation; *Toddlers
IDENTIFIERS- Early Head Start; Family Leave

Noting that increasing numbers of infants and toddlers and their working parents face a range of early care and development needs, this paper suggests that by establishing high quality child care and family support services, state legislatures can help families and caregivers nurture the development of infants while helping parents manage work. The paper describes how state policymakers are promoting key components of a birth to age 3 system by: (1) promoting health and safety in child care through regulatory improvements, health consultation, and inclusion of children with special needs; (2) funding programs such as Early Head Start; (3) increasing training and compensation for child care providers; and (4) supporting parental involvement in a young child's life through parent education and family leave policies. Finally, the paper maintains that these policy efforts recognize that investing in numbers of families on waiting lists, how families find out about care, and barriers to remaining eligible for assistance. Chapter 3 examines co-payments by parents, discussing designing a fee scale, fees for families at different income levels, fees for multiple children, and fee exemptions. Chapter 4 discusses policies related to payment rates, including setting the basic reimbursement amount, issues in determining reimbursement rates, and differential rates for special care. Chapter 5 considers states' methods for paying providers, focusing on certificates, contracts, and the child care disregard. Chapter 6 examines state variations in the types of care used by families receiving assistance, restrictions of type of care, and trends in type of care used. Chapter 7 discusses states' administration of subsidy programs. Appended are summaries describing for each state and the District of Columbia the eligibility criteria, access to assistance for eligible families, parent co-payments, payment rates, types of care used by families receiving assistance, and a state contact. (KB)

ED 458 995   PS 029 964

California County Data Book, 2001: Factors for School Success.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Miriam and Peter Haas Fund, San Francisco, CA.; David and Lucile Packard Foundation, Los Altos, CA.; Hearst Foundation, Inc., New York, NY.
PUB DATE- 01
NOTE- 342p.; For the 2000 edition, see ED 445 827. For related document, see PS 029 931. Additional support provided by the Koret Foundation, the Atlas Family Foundation, the Clorox Company Foundation, the Joseph Drown Foundation, and the Gap Foundation.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Adolescents; Birth Weight; Child Abuse; Child Health; Child Support; Child Welfare; *Children; *Counties; Day Care; Delinquency; Dropouts; Early Childhood Education; Early Parenthood; Educational Attainment; Elementary Secondary Education; Expenditure per Student; Family Income; Foster Care; Health Insurance; Infant Mortality; Limited English Speaking; Mortality Rate; Poverty; Prenatal Care; Racial Differences; Safety; *Social Indicators; Tables (Data); Teacher Student Ratio; Trend Analysis; Unemployment; Weapons; Welfare Services; *Well Being
IDENTIFIERS- *California; Child Mortality; Ethnic Differences; *Indicators; Sexually Transmitted Diseases

This Kids Count data book examines trends in the well-being of California's children, focusing on factors for school success. The statistical portrait is based on trends in 32 indicators of well-being in 4 areas: (1) education, including reading and mathematics achievement, high school dropout rates, and student-teacher ratios; (2) family economics, including child poverty rates, median household income, fair market rent values, and child and infants receiving WIC; (3) health, including first trimester prenatal care, low birthweight infants, teen birth rates, and infant mortality; and (4) safety, including child abuse rates, foster care rates, incarcerated juveniles, gun injuries and deaths, and motor vehicle injuries and deaths. The data book's introduction summarizes findings, noting that there were considerable differences in educational outcomes across and within California counties, that low family income is a common experience for Californian children, and that there such as remote areas in Australia and countries with limited economic resources for education, are the very areas that are hardest to reach with new technologies. This may create an even more elitist education system. Because businesses operate virtual classrooms to promote sales instead of learning, online education emphasizes the student as consumer. This approach is reflected in government policies, which have increasingly been influenced by economic rationalism. Online education is more than simply transferring learning methodologies from the classroom onto the Internet. It requires shifting from language-based learning to visual-based learning and understanding how education, technology, and culture impact each other. Little is known about the effectiveness of online education. An understanding of these changes will determine whether online education will become an effective and lasting educational medium or merely another educational gimmick that runs out of steam. (Contains 26 references.) (TD)

ED 459 014 RC 023 196

Sampson-Cordle, Alice Vera
Exploring the Relationship between a Small Rural School in Northeast Georgia and Its Community: An Image-Based Study Using Participant-Produced Photographs.
PUB DATE- 01
NOTE- 411p.; Ph.D. Dissertation, University of Georgia. Photographs may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Case Studies; *Community Relations; Community Study; Elementary Secondary Education; Geographic Isolation; Local History; *Photographs; Qualitative Research; *Rural Schools; Rural Sociology; *School Community Relationship; Small Schools; Small Towns; Social Capital; *Values
IDENTIFIERS- *Rural Culture

This study examined the relationship between a small rural school in northeast Georgia and its surrounding community. Three teachers, two community members, and three students used cameras to collect data related to their perceptions of the school-community relationship. They created photographs, then wrote about their photos, and finally, held the photos in their hands as they discussed their meanings with the researcher. Findings indicate that the relationship between school and community is defined by frequent interactions among kin, neighbors, and community members that permeate the school and community. Community members reinforce the values of the community and teach the rules for conduct to young and new members. Often this is done at school by modeling values and participating in activities that involve interactions between school and community. Participants provided examples of methods for maintaining community cohesion. They also provided examples of how a common will can create barriers to outsiders or those who do not conform to the community's social structure. Participants provided a vision for the future of the school-community relationship in which the old school auditorium is reclaimed and a new media center is built. These could be places where insiders and outsiders in the community meet, discuss, and consider what each has to offer the community. Increased interactions will increase social capital and strengthen the school-community relationship. Appendices present research materials, including examples of photofeedback and photoessays. (Contains 104 references and numerous photographs.) (TD)

signed by President Clinton on August 6, 1998.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Alaska Natives; *American Indian Education; American Indian History; *American Indians; *Court Litigation; Federal Indian Relationship; Federal Legislation; *Laws; Politics of Education; Public Policy; Treaties; *Tribal Sovereignty; Tribally Controlled Education; Trust Responsibility (Government)
IDENTIFIERS- *State Tribal Relationship; Tribal Jurisdiction

The Native American Rights Fund is the national legal defense fund for American Indian and Alaska Native tribes. Its Indian Education Legal Support Project advances Native American education by emphasizing the legal rights of tribes to control the formal education of tribal members in all types of schools--federal, state, and tribal. This booklet presents an overview of major legal principles of federal Indian law, major developments in federal Indian policy, and how they have affected the education of American Indians and Alaska Natives. Three fundamental legal principles of federal Indian law are presented: tribes are independent sovereign governments, separate from the states and the federal government; tribal sovereignty generally extends over a federally recognized geographic territory and over the activities and conduct of tribal and nontribal members within that territory; and tribal sovereignty is inherent and exists unless and until Congress takes it away. Court case examples illustrating these principles are given. Since questions about tribal sovereignty are often viewed as questions of the intent of Congress, acts of Congress concerning treaties, statutes, and public laws are reviewed, along with court case examples. A history of federal Indian education laws and policies traces tribal control from pre-contact through Federal control, state control, and finally to the return toward tribal control. Laws and policies that are unique to Alaska Natives are reviewed. "Homework" questions explore implications for American Indian and Alaska Native education. (TD)

ED 459 032 RC 023 240

The Rural School and Community Trust Annual Report, 2001.
PUB DATE- 01
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Advocacy; Annual Reports; *Change Strategies; Community Involvement; *Educational Change; Educational Policy; Educational Research; Elementary Secondary Education; *Empowerment; Partnerships in Education; Rural Education; *Rural Schools; *School Community Relationship; Small Schools
IDENTIFIERS- Access to Technology; *Place Based Education; *Rural School and Community Trust

The mission of the Rural School and Community Trust is to enlarge student learning and improve community life by strengthening relationships between rural schools and communities and engaging students in community-based public work. Following a message from the president, a section on the Rural Trust's capacity building program presents the six principles upon which the program is based and reviews major accomplishments of 2001. In addition to sponsoring seven regional and national

This digest reviews recent research on the movement to break up large schools and discusses five types of error common to such attempts--errors of autonomy, size, continuity, time, and control. Large high schools have frequently been broken up into schools within a school (SWAS) serving 200-500 students. This strategy attempts to personalize the familiar comprehensive high school, but characteristics built into the design of most breakup efforts make it impossible for the SWAS to develop a small-school culture. Five common errors bar many schools from crossing the big/small cultural divide: (1) longstanding big-school traditions and overarching functions undermine SWAS efforts to build their own identities; (2) SWAS are planned to be large enough to have individual principals, but this size ensures that the faculty will be too big to socially construct the vision of the new, small school; (3) specialized programs and experiences segregate younger students from older ones and create more transitions for student to accomplish; (4) traditional schedules prevent a personalized, spontaneous response to an unexpected learning opportunity; and (5) the big building that houses multiple SWAS continues the old control issues of the big school. (Contains 20 references.) (SV)

ED 459 050 RC 023 270

Henchy, Geri; Cheung, Marisa; Weill, Jim
WIC in Native American Communities: Building a Healthier America. Report Summary.
SPONS. AGENCY- General Mills Foundation, Wayzata, MN.
PUB DATE- 00
NOTE- 19p.; Also sponsored by the Gerber Foundation.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- At Risk Persons; *Child Health; Federal Programs; Health Education; Hunger; *Infants; *Mothers; *Nutrition; Physical Health; Poverty; Prenatal Care; *Reservation American Indians; Rural Areas; Young Children
IDENTIFIERS- *Food Security; *Women Infants Children Supplemental Food Program

WIC, the Special Supplemental Nutrition Program for Women, Infants, and Children, is a federal program operated through state and local agencies. American Indian tribal organizations administer WIC programs on tribal lands. There are currently 32 tribal WIC programs. Tribes often contribute significant resources of their own in the form of office and clinic space, and some cover additional costs such as salaries for breastfeeding coordinators. By offering culturally appropriate services specific to Native Americans' nutrition and health concerns, tribal WIC programs meet the special needs of a population that has long suffered from high rates of hunger, undernutrition, and maternal and child health problems. Tribal WIC programs particularly help provide continuity of care in geographically isolated tribal lands. WIC has helped improve the health of women, infants, and children in Native American communities through providing nutritious supplemental foods and nutrition education, and working with other programs to improve access to health care. The health and nutritional status of women, infants, and children in Native American communities is better in many respects than a generation ago. Native Americans have seen significant declines in the rates of anemia, growth stunting, underweight, and maternal and infant mortality over the last 25 years. Despite these important gains, the new challenges of high levels of obesity and diabetes and the to be manifested throughout higher education institutions. A fundamental structural problem of the current educational system is the inclination to treat environmental education as yet another specialty but the training of specialists is not an adequate response to the environmental problems faced; teaching and learning predominantly takes place in the classroom rather than being balanced by experiential and service learning opportunities. Institutions of higher education bear a profound moral responsibility to increase society's ability to create a just and sustainable future. The question that arises at this point is, What would a college or university that addressed the environmental crisis with intensity and ingenuity look like? (PVD)

ED 459 070 SE 065 351

McGinnis, J. Randy; Parker, Carolyn
What Beliefs and Intentions Concerning Science and Mathematics and the Teaching of Those Subjects Do Reform-Prepared Specialist Elementary/Middle Level Teachers Bring to the Workplace?
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 01
NOTE- 22p.; Supported by grants from the National Science Foundation's Collaboratives for Excellence in Teacher Preparation on Program (CETP). Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (St. Louis, MO, March 26-29, 2001). Contains small print.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Change; Elementary Education; *Mathematics Instruction; Mathematics Teachers; Middle Schools; *Science Instruction; Science Teachers; *Teacher Attitudes; *Teacher Behavior; *Teacher Education; Teacher Effectiveness

This report presents the results of survey research that collected responses of graduates (N=113, Fall 1999 through Fall 2001) from a reform-based mathematics and science teacher preparation program. All graduates' responses were compared to smaller subsamples of employed new elementary and middle school teachers with responses of a larger sample of previously surveyed practicing elementary and middle school teachers (referred to as our "national sample"). The statewide reform-based undergraduate teacher preparation program surveyed was the Maryland Collaborative for Teacher Preparation (MCTP). The MCTP is a funded National Science Foundation CETP program for teacher candidates who plan to become specialist mathematics and science upper elementary or middle level teachers. An instrument was crafted to measure the constructs of interest of the program's graduates. We named the instrument, MCTP Teacher's Beliefs and Actions of Mathematics and Science. This 51-item instrument included 45 items reported in the National Science Board's 1998 Science & Engineering Indicators (NSB-98-1). The survey was administered 3 times over a three-year period (1999-2001). The total response rate was 60%. A nonresponse bias check indicated no significant difference between respondents and nonrespondents. A statistical examination indicated that in a preponderance of areas the MCTP graduates' and employed new teachers' responses were more in alignment with a reform-based orientation than were responses by the national sample of teachers. This finding was highly significant since it was the goal of the MCTP to produce new

General Music Classes Involving the Use of Slides Projected in Synchronization with Pre-recorded Tape" (L. B. Hilton); "Pilot Experimental Programs for Developing High School Ensemble Music Classes (Band, Orchestra, Chorus) into Courses Representing an Academic Discipline" (A. W. Bleckschmidt; P. J. Newell); and "Reviews of Dissertations" (J. Galloway; F. B. McCurry; M. O. Johnson). Articles in Volume 2, Number 3 are: "Wind Instruments in the Seventeenth Century" (R. Coleman); "The Emergence of the Public Concert" (P. Rueb); "A Study of the Relation between the Objectives and Subjective Measurement of the Quantitative Differences in Tone Quality among Various Makes of Clarinets" (R. Warner); "An Application of Certain Learning Theories to the Teaching of Musical Rhythm" (J. Milak); "An Experiment in Programming Rudiments of Music for Fifth Grade Students Compared to Conventional Instructional Methods" (R. Wardenburg); and "Dissertation Abstracts" (n=8). Articles in Volume 2, Number 4 are: "Research in Music Education: Functions and Constraints" (H. Cady); "The Black Musician in American Society" (T. Brooks); "Selected Conditions Associated with the Mobility of Missouri Secondary Public School Music Teachers" (W. H. Bodanske); "A Selected List of Art Songs in French" (E. C. Cramer); "The Evolution of Symphonic Instrumentation in the Nineteenth Century" (D. V. Joseph); "The Integration of Music Learnings in the Junior High Choral Class" (R. H. Ball); "A Summary of the Evolution and Development of the Cadenza in the Violin Repertory through the Use of Examples" (J. A. Ozipko); and "A Study of the Relationship of Singing Accuracy to the Pitch-Making Abilities of Eighty-one Subjects (Dissertation Abstract)" (I. C. Powell). Articles in Volume 2, Number 5 are: "Research in Action: The Transfer of Research in Music and Music Education into the Classroom" (J. R. Stephenson); "Programmed Instruction and Music Education" (D. L. Turpin); "Music Education and the Blind" (J. T. Gagnepain); "Improved Teaching through the Use of the Videotaperecorder" (P. D. Rodabaugh); "Development of a Methodology for Transcribing the Organ Music of Bach for Band" (J. M. Burk); "Humanities, Integrated Arts, and Aesthetic Education" (W. D. Gaver); and "Dissertation Abstracts" (n=7). (BT)

ED 459 093 SO 033 040

Hilton, Lewis B., Ed.
Missouri Journal of Research in Music Education, 1972-1976.
PUB DATE- 76
NOTE- 539p.; For other issues of this journal, see SO 033 038-049. Volume 3, Number 1 published by the Missouri State Department of Education. Some text may not reproduce well. Published annually.
LANGUAGE- English
EDRS Price- MF02/PC22 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Applied Music; *Classroom Techniques; Curriculum Development; Elementary Secondary Education; Higher Education; *Music Activities; *Music Education; *Music Teachers; *Scholarship
IDENTIFIERS- *Missouri; Music History

This journal is devoted to the needs and interests of the school and college music teachers of Missouri and the United States. Articles in Volume 3, Number 1 are: "The Parker Road Project: An Experiment of the Effects of Young Audience Concerts and a Related Curriculum on the Cognitive and Affective Development of Elementary School Children" (J. Milak); "The Cumulative Attainment by Missouri High School Seniors of the Musical den Berg); (12) "Becoming a Multicultural Educator: Talking the Talk and Walking the Walk" (D. Cristol); (13) "International Students, International Teachers: A Multicultural Dilemma" (M. A. F. Castro); (14) "Using Critical Questioning to Investigate Identity, Culture, and Difference" (J. Gladstein); (15) "Sparking the Conversation: Teachers Find Cultural Connections and Communities of Learners" (N. P. Gallavan); and (16) "Finding the Freedom to Teach and Learn, and Live" (J. Wink). (BT)

ED 459 112 SO 033 174

Forman-Brunell, Miriam, Ed.
Girlhood in America: An Encyclopedia. Volumes 1 and 2. The American Family.
PUB DATE- 01
NOTE- 773p.; Foreword by Susan J. Douglas. For "Boyhood in America," see SO 033 176.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060),Reference Materials - General (130)
DESCRIPTORS- Adolescents; Cultural Context; *Females; Femininity; *Gender Issues; Secondary Education; Sex Role; *Social History; Social Studies; *United States History; *Youth
IDENTIFIERS- Educational Issues; *Family Development; Gender Gap

Girls, who used to be second-class citizens, are now coming into their own. Still, girls' lives, their experiences, and their roles in the social, cultural, economic, and political history of the United States have been widely overlooked. This reference encyclopedia presents more than 100 signed articles by 98 high-profile interdisciplinary scholars, covering girlhood in North America from the first settlements to the present in a multitude of historical perspectives. Picking up where collections on "girls' culture" have left off, this 2-volume encyclopedia includes 120 topics that examine the everyday lives of girls of different ages, races, classes, sexualities, religions, ethnicities, and abilities. Readers will find an array of information, research data, scholarly interpretations, and observations on subjects including body image, daughters and mothers, fairy tales, mathematics and science, Nancy Drew, Puritan girls, Riot girls, sexual harassment, sports, and teen pregnancy. Volume 1 contains alphabetical entries from A-I; Volume 2 contains entries from J-Z. (BT)

ED 459 113 SO 033 176

Clement, Priscilla Ferguson, Ed.; Reinier, Jacqueline S., Ed.
Boyhood in America: An Encyclopedia. Volumes 1 and 2. The American Family.
PUB DATE- 01
NOTE- 845p.; For "Girlhood in America," see SO 033 174. Foreword by Elliott West.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060),Reference Materials - General (130)
DESCRIPTORS- Adolescents; Cultural Context; *Gender Issues; *Males; Masculinity; Secondary Education; Sex Role; *Social History; Social Studies; *United States History; *Youth
IDENTIFIERS- Educational Issues; *Family Development; Gender Gap

This encyclopedia is the first reference work to focus on the life and history of U.S. boyhood through the centuries.

general, and vocational), vocational training, and other regularly available educational opportunities, such as non-formal equivalency programs. Data come from both Ministry of Education's publications of annual statistics and the published databases of UNESCO, the World Bank, UNDP. The paper is divided into the following sections: "Introduction"; "Description of the Chinese Education and Training System"; "Economic, Social and Demographic Context"; "Educational Context"; "Challenges in Primary Education"; "Challenges in Secondary Education and Training"; "Innovations and Government Strategies"; and "Summary of Issues." Contains 5 notes, 4 figures, 9 tables, and 19 references. (BT)

ED 459 133 SO 033 437

Fretwell, David H.; Wheeler, Antony
Romania: Secondary Education and Training. Secondary Education Series.
PUB DATE- 01
NOTE- 19p.; For other papers in this series, see SO 033 435-441.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cultural Context; Developing Nations; *Educational Change; *Educational Policy; *Educational Practices; Educational Research; Foreign Countries; *Secondary Education; *Training
IDENTIFIERS- Educational Issues; *Romania; World Bank

The World Bank has been assisting the efforts of developing countries to reform secondary education systems for more than 35 years. During this period, the context and imperatives for education reform have changed considerably due to various factors such as globalization of the world economy and the impact of new technologies. This paper is one of a series which addresses a wide range of topics within secondary education that reflect current challenges. The paper, a country case study, addresses the experiences of Romania in developing secondary education. The paper explores the complexity of secondary education and training systems and the correspondingly difficult choices that the government faces in reforming them. It is divided into the following sections: "Country Context"; "Development of Secondary Education and Training"; "Quality and Learning"; "Equity"; "Management and Institutional Development"; "Innovations"; "Bank Support to the Country"; and "Issues." Annexed are data giving the percentage share of students in secondary education for the countries of Eastern Europe and Central Asia. (BT)

ED 459 134 SO 033 438

Fretwell, David H.; Wheeler, Antony
Turkey: Secondary Education and Training. Secondary Education Series.
PUB DATE- 01
NOTE- 19p.; For other papers in this series, see SO 033 435-441.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cultural Context; Developing Nations; *Educational Change; *Educational Policy; *Educational Practices; Educational Research; Foreign Countries; *Secondary Education; *Training
IDENTIFIERS- Educational Issues; *Turkey; World Bank

The World Bank has been assisting the efforts of developing effectiveness in unit planning is included. The handbook includes exercises for checking understanding, rubrics to assess the effectiveness of the strategy with students, and worksheets, blackline masters, and other materials to help teachers envision how to use the strategies in the classroom. (Contains 28 references.) (SM)

ED 459 152 SP 040 370

Key Elements of Quality Schools: A Survey of Teachers, Students and Principals. The MetLife Survey of the American Teacher, 2001.
SPONS. AGENCY- Metropolitan Life Insurance Co., New York, NY.
PUB DATE- 01
NOTE- 198p.; Cover page varies.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Administrator Attitudes; *Educational Environment; *Educational Quality; Elementary Secondary Education; Job Satisfaction; *Low Income Groups; *Minority Group Children; Parent Attitudes; Parent Participation; Parent School Relationship; Student Attitudes; Teacher Attitudes; *Teacher Expectations of Students; Teacher Persistence; Teacher Recruitment

This report presents data from surveys of teachers, students, and principals on issues such as teaching quality and methods, school environment, expectations, attitudes, and job satisfaction. High-quality teaching is associated with students' having more positive attitudes about learning, school, and their futures. It is also related to high-quality school environments and produces better student performance. Students experiencing low-quality teaching were more likely to be boys, low-income, and low achievers. Secondary teachers and principals reported lower quality education than did elementary teachers and principals and had lower student expectations. Secondary students had even lower expectations and did not have a strong support system at school. Principals were more positive about school quality than teachers were. Secondary students' views were more pessimistic than those of teachers or principals. Students overall, particularly black students, had high expectations for their future. Teachers and principals in heavily minority or low-income schools had lower expectations for their students and reported lower teaching quality. Low-income students had greater needs for support and reported greater obstacles to learning and lower expectations for themselves and their schools. Teachers reported being very satisfied with their jobs overall. Two appendixes present survey methodology and questionnaires. (Contains numerous tables.) (SM)

ED 459 153 SP 040 373

DeSpain, B. C.; Johnson, Judy A.
In the Teacher/Service/Scholar Model: What Is Valued as "Teaching" in the Promotion and Tenure Process?
PUB DATE- 01
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; *College Faculty; Deans; Higher Education; Scholarship; Teacher Promotion; *Teacher

the school health index team, meet to discuss the index and assign tasks, complete each module, complete the overall score card, and meet to develop an action plan. The guide's eight modules present information on: (1) "School Policies and Environment"; (2) "Health Education"; (3) "Physical Education"; (4) "Nutrition Services"; (5) "School Health Services"; (6) "School Counselling, Psychological, and Social Services"; (7) "Health Promotion for Staff"; and (8) "Family and Community Involvement." Each module presents instructions for the coordinator, a questionnaire, planning questions, and worksheets. A list of resources is included. (SM)

ED 459 172 SP 040 399

Reichardt, Robert
Toward a Comprehensive Approach to Teacher Quality. Policy Brief.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accreditation (Institutions); Alternative Teacher Certification; Beginning Teacher Induction; Educational Policy; Elementary Secondary Education; Faculty Development; Higher Education; Preservice Teacher Education; Student Financial Aid; *Teacher Competencies; Teacher Persistence; Teacher Recruitment; Teacher Salaries; Teacher Selection; Teaching Conditions; *Teaching Skills

This brief addresses four areas of opportunity to influence teacher quality. These areas of opportunity are used to create a framework to help state and district policymakers comprehensively address teacher quality. There are a number of policy levers or strategies that can be used as part of a comprehensive approach to improving teacher quality. They include: preservice teacher education (scholarships, loans, and loan-forgiveness as incentives to enter teacher training, licensure/certification requirements, accreditation of teacher preparation programs, and models of exemplary practices and programs); recruitment and selection (effective communication, teacher mobility policies, and alternate approaches to entering teaching); inservice teacher education (professional learning, induction programs, compensation and quality teaching, and re-certification); and retention (working conditions and compensation and retention). Overall, an approach that addresses each stage of a teacher's career is the best strategy for improving teacher quality. Standards supporting high levels of teacher knowledge, skills, and effectiveness are essential. Feedback should be continually gathered to monitor and adjust teacher quality policies. Compensation, working conditions, and opportunities to grow are key to building and maintaining a quality teacher workforce. (Contains 13 references.) (SM)

ED 459 173 SP 040 401

Travis, Dennis B.; Follo, Eric
Effective Unit Planning: From Theory to Reality.
PUB DATE- 01
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

ED 459 192 TM 033 478

Measuring Up: A Standards and Assessment Benchmarking Report for Massachusetts.
SPONS. AGENCY- Massachusetts State Dept. of Education, Boston.
PUB DATE- 01
NOTE- 55p.; Cover page varies. Achieve's Benchmarking Initiative.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *High School Students; High Schools; Mathematics Achievement; *Mathematics Instruction; Program Evaluation; *State Standards; Test Construction; *Test Use
IDENTIFIERS- *Massachusetts; Massachusetts Comprehensive Assessment System

At the request of the Massachusetts Department of Education, Achieve, Inc., conducted an evaluation of the state's K-12 mathematics standards and grade 10 Massachusetts Comprehensive Assessment System (MCAS) tests in English language arts and mathematics during the spring and summer of 2001. The state's English Language Arts standards were not analyzed because Achieve believed they were already among the best in the United States. This report presents the results of Achieve's in-depth examination of the quality, rigor, and alignment of Massachusetts' expectations. Data came from reviews by experienced reviewers. The state has made substantial progress in developing and implementing strong standards and assessments that measure what the standards expect. Overall, the evaluation finds that the standards and high school tests are of high quality and are aligned, providing a solid foundation on which to build state education policy. The grade-10 tests were found to be rigorous yet reasonable, the most challenging of the exit-level tests Achieve has reviewed. Achieve also found the mathematics standards to be well organized, jargon-free, clear, and precise. Recommendations for improvement include amendments to the MCAS high school tests to correct relatively minor flaws and development of the mathematics standards to sharpen their focus at each grade level. An appendix contains report credits and biographies of contributors. (SLD)

ED 459 193 TM 033 479

Bierschenk, Bernhard
Geometric Foundation and Quantification of the Flow in a Verbal Expression.
PUB DATE- 01
NOTE- 29p.; Paper presented at the Herbstakademie on Self-Organization of Cognition and Applications to Psychology (9th, Ascona, Switzerland, October 25-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- English; Geometry; *Natural Language Processing; Speech; Swedish; *Translation; *Verbal Communication
IDENTIFIERS- *Agent Action Objective Model; *Kinematics; Natural Language; Textual Analysis

This paper presents the geometric foundation and quantification of Agent-action-Objective (AaO) kinematics. The meaningfulness of studying the flows in verbal expressions through splitting and splicing the strings in a verbal flow related to the fact that free parameters are not needed since it is not required that the presented methodological development fits one or

Progress (NAEP) that contribute to establishing the validity of the levels and (2) the research studies designed to collect information related to the validity of the achievement levels and the outcomes of the process. The central issue in examining the validity of standards is whether there is evidence of procedural validity. The standards must be generally accepted as reasonable for the outcomes of the process for setting cutpoints to be valid. For each of the three American College Testing (ACT, Inc.) program contracts with the National Assessment Governing Board, the process of developing achievement levels descriptions has been different, as described, but in all cases there has been an effort to solicit broad-based commentary about the reasonableness of the achievement level descriptions. The selection of the panelists is important, since standard setting panels must be seen as credible. The paper describes the selection of panelists, field trials and pilot studies, training for facilitators, and panelist training. Several different rating methodologies have been evaluated and tested in panel studies for the NAEP achievement level process, but the modified Angoff method has the most solid research base in standard setting. Panelists participate in three rounds of item-by-item ratings with a variety of feedback after each round completing evaluations throughout the process. ACT, Inc. has performed various types of evaluations of the standard setting process and data. These include analyses of standard-setting data that are somewhat standard and research studies related to validation that are further divided into studies using item mapping procedures, studies comparing teachers' judgments of performance to empirical classifications of student performance, and studies comparing judgments of performance represented in test booklets to the empirical classification of these booklets. In the end, there is no way to know with certainty that cutscores are valid, although substantial effort goes into ensuring procedural validity. (Contains 21 tables and 50 references.) (SLD)

ED 459 213 TM 033 512

Deng, Hui; Chang, Hua-Hua
A-Stratified Computerized Adaptive Testing with Unequal Item Exposure across Strata.
PUB DATE- 01
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adaptive Testing; *Computer Assisted Testing; Item Banks; *Selection; Simulation; *Test Items
IDENTIFIERS- *Item Exposure (Tests); *Stratification

The purpose of this study was to compare a proposed revised a-stratified, or alpha-stratified, USTR method of test item selection with the original alpha-stratified multistage computerized adaptive testing approach (STR) and the use of maximum Fisher information (FSH) with respect to test efficiency and item pool usage using simulated computerized adaptive tests (CATs). Two simulation studies were conducted to compare the proposed USTR with its original STR version and FSH with respect to efficiency of trait estimation and item usage. In the first study, a set of item parameters were generated to form a bank of 400 items and the gains of using the USTR design subject area and grade level. African American 8th graders in Florida score about 4 years behind white 8th graders in the state in math, 3 years behind in reading and science, and more than 2 years behind in writing. Hispanic 8th graders score more 2 years behind white 8th graders in the state in math, science, and reading and about 1 year behind in writing. The state's poor/non-poor achievement gap would close for 8th graders in science if poor students in Florida scored as well as poor students in North Dakota. (Contains 24 references.) (SM)

ED 459 231 UD 034 483

State Summary of Georgia. Ed Watch Online.
SPONS. AGENCY- Carnegie Corp. of New York, NY.
PUB DATE- 01
NOTE- 27p.; Also supported by the Washington Mutual Foundation. For the other State Summaries, see UD 034 473-523. For the Summary of the Nation, see UD 034 472.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *Black Students; Curriculum; Educational Attainment; Educational Finance; Elementary Secondary Education; Equal Education; *Hispanic American Students; Mathematics Achievement; Minority Group Children; *Poverty; *Racial Differences; Reading Achievement; Science Achievement; Special Needs Students; Tables (Data); Teacher Effectiveness; Teaching Skills; White Students
IDENTIFIERS- African Americans; Georgia; Latinos; National Assessment of Educational Progress

This report provides data on the academic achievement gap that separates low-income and minority students from other students, examining how well different groups of students perform in Georgia and noting inequities in teacher quality, course offerings, and funding. Included are tables and data that provide: a frontier gap analysis (a comparison of Georgia to the leaders in achievement and gap closing); student profile (the demographic distribution of youth in Georgia); state performance (academic achievement and educational attainment); opportunity (well prepared teachers, challenging curricula, special student placements, effective instruction, and annual per pupil investments); minority achievement gains, state by state; and analysis of minority-white achievement gaps by subject area and grade level. African American 8th graders in Georgia score 3 years behind white 8th graders in the state in reading, science, and math, and more than 2 years behind in writing. Hispanic 8th graders in Georgia made more progress in math from 1990 to 1996 than Hispanic 8th graders in almost any other state. However, Hispanic 8th graders in Georgia score more than 3 years behind white 8th graders in the state in math, reading, and writing, and more than 2 years behind in science. The state's poor/non-poor achievement gap would close for 8th graders in both math and science if poor students in Georgia scored as well as poor students in North Dakota. (Contains 24 references.) (SM)

ED 459 232 UD 034 484

State Summary of Hawaii. Ed Watch Online.
SPONS. AGENCY- Carnegie Corp. of New York, NY.
PUB DATE- 01
NOTE- 27p.; Also supported by the Washington Mutual Foundation. For the other State Summaries, see UD 034 473-523. For the Summary of the Nation, see UD 034 472.

IDENTIFIERS- African Americans; Latinos; National Assessment of Educational Progress; Nevada

This report provides data on the academic achievement gap that separates low-income and minority students from other students, examining how well different groups of students perform in Nevada and noting inequities in teacher quality, course offerings, and funding. Included are tables and data that provide: a frontier gap analysis (a comparison of Nevada to the leaders in achievement and gap closing); student profile (the demographic distribution of youth in Nevada); state performance (academic achievement and educational attainment); opportunity (well prepared teachers, challenging curricula, special student placements, effective instruction, and annual per pupil investments); minority achievement gains, state by state; and analysis of minority-white achievement gaps by subject area and grade level. Hispanic and African American 8th graders in Nevada score about 2 years behind white 8th graders in the state in reading. Hispanic 8th graders score about 2 years behind white 8th graders in the state in writing. Eighth graders from low-income families in Nevada score about 2 years behind non-poor 8th graders in the state in reading and writing. The state's poor/non-poor achievement gap would close for 8th graders in math if poor students in Nevada scored as well as poor students in North Dakota. (Contains 24 references.) (SM)

ED 459 250 UD 034 502

State Summary of New Hampshire. Ed Watch Online.
SPONS. AGENCY- Carnegie Corp. of New York, NY.
PUB DATE- 01
NOTE- 27p.; Also supported by the Washington Mutual Foundation. For the other State Summaries, see UD 034 472-523. For the Summary of the Nation, see UD 034 472.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *Black Students; Curriculum; Educational Attainment; Educational Finance; Elementary Secondary Education; Equal Education; *Hispanic American Students; Mathematics Achievement; Minority Group Children; *Poverty; *Racial Differences; Reading Achievement; Science Achievement; Special Needs Students; Tables (Data); Teacher Effectiveness; Teaching Skills; White Students
IDENTIFIERS- African Americans; Latinos; National Assessment of Educational Progress; New Hampshire

This report provides data on the academic achievement gap that separates low-income and minority students from other students, examining how well different groups of students perform in New Hampshire and noting inequities in teacher quality, course offerings, and funding. Included are tables and data that provide: a frontier gap analysis (a comparison of New Hampshire to the leaders in achievement and gap closing); student profile (the demographic distribution of youth in New Hampshire); partial state performance (academic achievement and educational attainment); opportunity (well prepared teachers, challenging curricula, special student placements, effective instruction, and annual per pupil investments); minority achievement gains, state by state; and analysis of minority-white achievement gaps by subject area and grade level. Student achievement data are based on the National Assessment of Educational Progress (NAEP). New Hampshire did not participate in any of the 8th grade NAEP tests for 1998, or in the 4th grade math test in 1996, and did not meet the minimum participation guidelines for

State Summary of Washington. Ed Watch Online.
SPONS. AGENCY- Carnegie Corp. of New York, NY.
PUB DATE- 01
NOTE- 27p.; Also supported by the Washington Mutual Foundation. For the other State Summaries, see UD 034 472-523. For the Summary of the Nation, see UD 034 472.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *Black Students; Curriculum; Educational Attainment; Educational Finance; Elementary Secondary Education; Equal Education; *Hispanic American Students; Mathematics Achievement; Minority Group Children; *Poverty; *Racial Differences; Reading Achievement; Science Achievement; Special Needs Students; Tables (Data); Teacher Effectiveness; Teaching Skills; White Students
IDENTIFIERS- African Americans; Latinos; National Assessment of Educational Progress; Washington

This report provides data on the academic achievement gap that separates low-income and minority students from other students, examining how well different groups of students perform in Washington and noting inequities in teacher quality, course offerings, and funding. Included are tables and data that provide: a frontier gap analysis (a comparison of Washington to the leaders in achievement and gap closing); student profile (the demographic distribution of youth in Washington); state performance (academic achievement and educational attainment); opportunity (well prepared teachers, challenging curricula, special student placements, effective instruction, and annual per pupil investments); minority achievement gains, state by state; and analysis of minority-white achievement gaps by subject area and grade level. Hispanic 8th graders in Washington score about 3 years behind white 8th graders in the state in math, science, and writing, and 2 years behind in reading. African American 8th graders in Washington score more than 3 years behind white 8th graders in the state in math, and 2 years behind in science, reading, and writing. The state's poor/non-poor achievement gap would close for 8th graders in science if poor students in Washington scored as well as poor students in North Dakota. (Contains 24 references.) (SM)

ED 459 269 UD 034 521

State Summary of West Virginia. Ed Watch Online.
SPONS. AGENCY- Carnegie Corp. of New York, NY.
PUB DATE- 01
NOTE- 27p.; Also supported by the Washington Mutual Foundation. For the other State Summaries, see UD 034 472-523. For the Summary of the Nation, see UD 034 472.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *Black Students; Curriculum; Educational Attainment; Educational Finance; Elementary Secondary Education; Equal Education; *Hispanic American Students; Mathematics Achievement; Minority Group Children; *Poverty; *Racial Differences; Reading Achievement; Science Achievement; Special Needs Students; Tables (Data); Teacher Effectiveness; Teaching Skills; White Students
IDENTIFIERS- African Americans; Latinos; National Assessment of Educational Progress; West Virginia

This report provides data on the academic achievement gap that separates low-income and minority students from other students, examining how well different groups of students perform in West made on technical questions faced while producing the indicator. Overall, the estimates showed that over 40 percent of CPS students dropped out by age 19 years. The rates decreased by 2.5 percent between the 1991 and 1994 cohorts. Using different criteria to calculate the dropout rates resulted in substantially different numbers. (SM)

ED 459 288 UD 034 587

Shaul, Marnie S.
School Vouchers: Publicly Funded Programs in Cleveland and Milwaukee. Report to the Honorable Judd Gregg, U.S. Senate.
PUB DATE- 01
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Educational Finance; *Educational Vouchers; Elementary Secondary Education; Expenditure per Student; Family Characteristics; *Financial Support; Minority Group Children; Private Schools; Public Schools; Racial Composition; State Government; State Legislation
IDENTIFIERS- Cleveland Scholarship and Tutoring Grant Prog OH; Florida; Maine; Milwaukee Parental Choice Program WI; Vermont

This report provides information on Cleveland's and Milwaukee's publicly funded school voucher programs, using previous research and reviews of state laws, school district and voucher program records, state budgets, voucher-related reports and articles, and site visits and interviews. Researchers examined eligibility criteria; public and voucher student and school characteristics; public and voucher student racial composition and changes in composition related to vouchers; voucher program funding and amounts spent on public versus voucher students; and academic achievement. The two voucher programs had similar eligibility criteria. Voucher family characteristics and voucher school attributes differed from those of public school families and public schools. Minority students predominated school populations, but whether voucher programs changed schools' racial composition was unclear. States funded voucher programs differently and spent less on voucher students than public school students. Some research saw little significant improvement in voucher students' achievement, while other research found some positive effects. Six appendices examine scope and methodology; publicly funded school voucher programs in Florida, Maine, and Vermont; additional data on racial and ethnic composition of Cleveland schools; strengths and limitations of studies analyzing Cleveland and Milwaukee students' academic achievement; and General Accounting Office contacts and staff acknowledgements. (Contains 23 bibliographic references.) (SM)

ED 459 289 UD 034 588

Healthy People 2000 Final Review: National Health Promotion and Disease Prevention Objectives.
PUB DATE- 01
NOTE- 524p.; For "Healthy People 2000: National Health Promotion and Disease Prevention Objectives and Full Report", see ED 332 957.
LANGUAGE- English
EDRS Price- MF02/PC21 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Cancer; Chronic Illness; Community Programs; Dental

current dynamics, and discusses recurring concerns about today's immigrants. Chapter 3 describes the psychosocial effects of immigration on families and children, examining gains and losses that occur with immigration and considering changes, opportunities, and stresses in family dynamics. Chapter 4 discusses how children of immigrants reformulate their identities in a new society, introducing the concept of "social mirroring." Chapter 5 discusses factors that contribute to divergent pathways of school adaptation among today's immigrant children. An epilogue reflects on the idea of acculturation. (Contains 264 references.) (SM)

ED 459 308 UD 034 619

Mead, Lawrence M.
Implementing Work Requirements in Wisconsin. Discussion Paper.
PUB DATE- 01
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bureaucracy; Financial Support; State Government; Welfare Recipients; Welfare Reform; *Welfare Services
IDENTIFIERS- Aid to Families with Dependent Children; Participation Rates; Temporary Assistance for Needy Families; *Welfare to Work Programs; *Wisconsin

This study focuses on how Wisconsin built up work requirements in Aid to Families with Dependent Children (AFDC) prior to both Wisconsin Works (W-2) and Temporary Assistance for Needy Families (TANF). It suggests that Wisconsin is an example to other states and that Wisconsin provides a good test of the top-down hypothesis about the implementation of government programs. Top-down models of implementation predict that a program will achieve its formal goals more fully when the political and financial resources behind it increase and policy design improves. The study confirms that prediction in the case of implementing welfare work requirements in Wisconsin. Welfare work programs in the state had little impact on dependency up through the mid-1980s because work was not a priority in welfare policy, and work programs were underdeveloped. In 1985-86, however, the state sharply increased funding and built up the job search bureaucracy. It required that more recipients participate in work programs, enter jobs rather than education, and avoid welfare if possible. It also attuned the bureaucracy to its goals using funding incentives. Improved work requirements, along with strong economic conditions, then helped drive down the welfare rolls. (Contains 54 references.) (SM)

ED 459 309 UD 034 620

Cline, Tony
Principles and Practise of Fair Assessment.
PUB DATE- 00
NOTE- 13p.; Paper presented at the "Minorities in a Pluralist Society at the Turn of the Millennium" (Brno, Czech Republic, September 1-3, 2000). Contains small print.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Differences; Educational Discrimination;

2000)"; see ED 449 351.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Agricultural Education; Case Studies; College Faculty; Evaluation Methods; Graduate Students; Higher Education; *Land Grant Universities; Needs Assessment; Program Effectiveness; *Research; Resources; *Teacher Characteristics

As part of a study of the research capacity of agricultural education, this study was conducted to identify factors that characterize research in the field and researchers in agricultural education. Faculty from 12 land grant institutions represented on the NCA-24 Committee on Research in Agricultural Education provided data for the study. Respondent numbers ranged from 1 faculty member at each of 2 institutions to 21 faculty members at 1 institution. Findings show that Agricultural Education faculty averaged less than 15% of their faculty appointment devoted to research, with more than 50% devoted to teaching responsibilities. Respondents also reported wide variations in grant funding, graduate degrees awarded, and research publications. In addition, individual responses ranged from "none" to "expert" for each of the 12 research skill areas and the 27 disciplinary skill areas. Means for each of the items clustered around the midpoint of the five-point response scale, so that the study was not able to discern a core set of research skills or disciplinary skills that characterizes Agricultural Education faculty research capacity. Some recommendations are made for additional study about the research capacity of the field of agricultural education. (Contains 8 figures and 13 references.) (SLD)

ED 458 863 HE 034 517

Bastick, Tony
Relationships between In-Course Alignment Indicators and Post-Course Criteria of Quality Teaching and Learning in Higher Education.
PUB DATE- 01
NOTE- 9p.; Paper presented at the Biennial Meeting of the European Association for Research in Learning and Instruction (Fribourg, Switzerland, August 28-September 1, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; Criteria; Higher Education; Learning; Reliability; *Student Evaluation of Teacher Performance; *Teacher Effectiveness; Validity
IDENTIFIERS- *Curriculum Alignment

The research literature on student evaluation of teaching (SET) is filled with criticisms of the process, its applications, and the student feedback questionnaire it uses. SETs are still used, however, because there has seemed to be no economical, valid, and reliable alternative. This paper reports on an alternative alignment process for evaluating quality teaching and learning that fits the requirements of economy, validity, and reliability, and offers additional institutional, faculty, and student benefits. The method measures both the individual student's and the lecturer's expectations for change in three process objectives that underlie quality teaching and learning: skills, understanding, and attitudes. These three objectives and their assessment are operationally defined. Methods for specialized databases, online resources, and agencies to contact are all included. Each "jumpstart" has been student tested at Kingwood College Library. The current topics used were chosen for their wide appeal, permanence, and controversy. This quick-start guide pinpoints the best sources on the hottest topics for high school and junior college students. Each topic is divided into the following sections: "Search Terms," subject headings and keywords that can be used for searching the library catalog, periodical indexes, and the Internet; "Food for Thought," definitions and explanations of and questions about a topic, suggesting various avenues for the researcher to explore; "Background and Statistics," suggested relevant reference books to aid the user in gathering basic information; "The Library Catalog," a list of specific Library of Congress and Sears subject headings students can use in searching the catalog; "Magazines and Newspapers," a suggested list of periodical and newspaper indexes that students can consult; "Internet," specific Internet addresses and suggested ways to find more Web sites using search engines; and "Agencies To Contact," names, addresses, and phone numbers of government agencies, private organizations, and foundations that may be helpful. A section on tips for searching on the Web is included, with solutions provided to sample problems, as well as a chart of search techniques for the Web that identifies type of search, example, and description. Includes a subject directory and index. (Contains 291 references.) (AEF)

ED 458 883 IR 058 330

Oyama, Keizo, Ed.; Gotoda, Hironobu, Ed.
Proceedings of the International Conference on Dublin Core and Metadata Applications, 2001 and Presentation Materials (9th, Tokyo, Japan, October 24-26, 2001).
PUB DATE- 01
NOTE- 433p.; Conference organized and sponsored by: the National Institute of Informatics, Dublin Core Metadata Institute, Japan Science and Technology Corporation, University of Library and Information Science, Communications Research Laboratory, and the National Diet Library.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Proceedings (021)
DESCRIPTORS- Computer Oriented Programs; Foreign Countries; Information Retrieval; Information Sources; Information Systems; *Internet; *Metadata; Online Systems
IDENTIFIERS- *Dublin Core; Japan

The Dublin Core Metadata Initiative has helped to create a community of people united in the common purpose of promoting cross-disciplinary resource discovery. DC-2001, the International Conference on Dublin Core and Metadata Applications 2001, is the first annual Dublin Core meeting in Asia, recognizing the growth of activities in the Asian metadata community as well as the growing contributions and importance of metadata developments in this region. In this event, researchers and practitioners exchange new ideas and demonstrate practical aspects of metadata standardization and applications by means of technical presentations, tutorials and discussions. This proceedings captures some of the vitality and diversity of the Dublin Core community-the DC-2001 Program Committee received submissions from more than 20 countries. Papers are presented in this document by the following Paper Sessions: (1) Queries; (2) Metadata for Learners; (3) Domain Profiles I; (4) Complexity and Granularity; (5) Models; (6) Domain Profiles II; (7) Tools; and (8) Application discusses major-to-major contracts being written between institutions, specifically curricular changes in communication, models that work, course levels, and transfer GPA. (CJW)

ED 458 903 JC 020 011

Blinkhorn, Kenneth William
Prior Learning Assessment: An Investigation of Nonsponsored Learning for College Credits.
PUB DATE- 99
NOTE- 229p.; Doctor of Philosophy. Thesis, Ontario Institute for Studies in Education, University of Toronto.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Alternative Assessment; *Community Colleges; Employment Experience; *Evaluation Methods; Nontraditional Education; *Portfolios (Background Materials); *Prior Learning; Student Experience; Two Year Colleges
IDENTIFIERS- *Prior Learning Assessment

Prior Learning Assessment (PLA) allows students to obtain credits toward their formal education for nonsponsored learning (i.e., material they have learned through non-traditional settings such as work experience or the home). Within the PLA framework, community colleges have implemented the portfolio development process as a way to assess prior learning--students organize and present nonsponsored learning in a document that satisfies the requirements of a college course. This exploratory case study examines how learners at Ontario Community Colleges (Canada) make meaning of their prior learning. In this study, data from interviews, a sample of portfolios, and classroom observations were initially analyzed according to five conceptual interpretations: (1) perception of learning; (2) learning style; (3) metacognitive abilities; (4) cognitive development; and (5) learners' needs. The study sample consisted of four students who were taking a community college portfolio development course, two students who had taken the portfolio development course and had successfully challenged a number of college credits, and three students who were eligible for the PLA process but did not take this option. The findings indicated that all of the students made meaning from their prior learning and applied it to their college studies. (Contains 146 references.) (KP)

ED 458 904 JC 020 015

Johnson, Lillian Riggs
Follow-Up of North Carolina Community College Cooperative Education Graduates: Additional Education and Salary Gains.
PUB DATE- 00
NOTE- 271p.; Ed.D. Dissertation, North Carolina State University.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Community Colleges; *Cooperative Education; *Employment; Experiential Learning; *Graduate Surveys; Salaries; Two Year Colleges; *Vocational Followup; Work Experience Programs
IDENTIFIERS- *North Carolina

In this study, North Carolina Community College System (NCCCS) graduates from 1986-1987 were examined 10 years after graduation to see if they had gained additional education and salary. The study's primary purpose was to address the

Women Chief Academic Officers of Public Community Colleges: Career Paths and Mobility Factors.
PUB DATE- 00
NOTE- 138p.; Doctoral Dissertation, to Texas Tech University.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Career Ladders; College Administration; *Community Colleges; Educational Administration; *Females; Leadership; Sex Discrimination; Two Year Colleges; *Women Administrators
IDENTIFIERS- Glass Ceiling

This study investigates the career paths and mobility factors of female chief academic officers (CAOs) in public community colleges. Analysis revealed the most significant predictors for the career paths to be entry port, number of higher education positions held, and the first prior position held. Gender did not significantly influence mobility or institutional type. Analysis of the influence of gender on the career paths and mobility concludes there is no significant difference in the career path, entry port, first prior position held, number of positions held, or number of years in faculty and administrative positions. However, these women did serve in their first, second, and fourth positions for significantly less time than their male peers. It was concluded that: (1) gender strongly influenced the number of years held in each position but did not influence the mobility and career paths of women CAOs; and (2) women CAOs are younger and moving faster through their career paths than their male peers. Even though gender does not have a significant influence on the variables investigated, this does not preclude an important role by gender in how women navigate their career paths. Contains 15 tables, 3 figures, 155 references, and 6 appendices. (KP)

ED 458 924 JC 020 047

Perez, Ricardo E.
Engendering Student Success: A Study of Long Beach City College EOP&S Students.
PUB DATE- 99
NOTE- 309p.; Doctoral Dissertation, University of California, Los Angeles.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Academic Achievement; *Academic Persistence; Ancillary School Services; College Role; Community Colleges; Educational Environment; *High Risk Students; School Holding Power; *Social Integration; Student Needs; Two Year Colleges
IDENTIFIERS- *Long Beach City College CA

This study examined the academic, social, and institutional variables impacting the persistence and attrition rates of Extended Opportunity Programs and Services (EOP&S) students at Long Beach City College (LBCC) in California during the fall 1997 and spring 1998 semesters. EOP&S was a state-funded program to provide retention services to community college students across California who were identified as low-income and educationally disadvantaged. LBCC ranked fourth in California as the largest EOP&S program, serving 1,900 at-risk community college students. This study examined first-year students with less than 30 semester units in the EOP&S program. A total of 367 student files, 117 surveys, and 14 students' responses from 3 focus group sessions were analyzed. The study reaffirmed that involving students with the college academically helped increase student persistence rates;

DESCRIPTORS- Developmentally Appropriate Practices; *Dramatic Play; Early Childhood Education; Educational Practices; *Imagination; *Play; *Pretend Play; Story Telling; Teacher Student Relationship; Theories; Theory Practice Relationship; *Young Children

Written for the wide range of practitioners working with young children, this book offers guidance on both the theory and the practical management of drama in the early years. The book emphasizes the relationship between pretend play and the cognitive and affective development of young children, and highlights children's need to experience quality talk and their engagement in narrative through story-making. Part 1 of the book, "Understanding Dramatic Activity," examines theories from the disciplines of psychology and drama that show the importance of educational drama, looking at all aspects of the curriculum to explore the range of areas affected by its engagement. Part 2, "Managing Dramatic Activity," provides examples and ideas for using drama within the curriculum to help develop children's social, cognitive, and language skills as well as an appreciation for drama as an art form. This part considers progression, assessment, and evaluation to help practitioners and other adults build up their observational skills in assessing drama in early years settings. The book concludes by highlighting the significance of talk and the development of oral language in the early years and the potential of drama to engage children in different kinds of talk and contrasting forms of thinking. The conclusion maintains that drama should not be seen as an optional extra but as a crucial learning tool that develops the whole child. (Contains 112 references.) (KB)

ED 458 943 PS 029 894

Bergen, Doris; Coscia, Juliet
Brain Research and Childhood Education: Implications for Educators.
PUB DATE- 01
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Brain; *Child Development; Disabilities; *Early Childhood Education; *Educational Practices; Environmental Influences; Neurological Impairments; *Neuropsychology; Research and Development; Theory Practice Relationship
IDENTIFIERS- *Brain Development

Although much of the advice and training for educators derived from various interpretations of brain research findings has been useful, much is simplistic and misleading. This book draws on recent research to offer information about brain growth and neurological development and about the relationship between environment and brain development; the book is intended to help educators sort out facts from unsubstantiated claims regarding brain research implications for children. Chapter 1 of the book provides an overview of when, why, and how the brain was studied in earlier centuries, and explains the methodological advances that have promoted current brain research and led to recent findings. Chapter 2 contains basic information about brain structures and functions. Chapters 3 through 5 catalog what is known about the developing brain at 3 age levels: prenatal to age 3 years, 3 to 8 years, and 8 to 14 years. These chapters also suggest ways that children's cognitive, social-emotional, and physical development may be related to changes

by CSX Transportation.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; Birth Weight; Births to Single Women; Child Abuse; Child Health; Child Neglect; Child Welfare; *Children; *Counties; Day Care; Delinquency; Demography; Dropout Rate; Early Parenthood; Preschool Education; Safety; *Social Indicators; Statistical Surveys; Tables (Data); Trend Analysis; Violence; *Well Being; Youth Problems
IDENTIFIERS- *Indicators; Project Head Start; *West Virginia

This ninth annual KIDS COUNT data book examines statewide and county trends in the well-being of West Virginia's children. Following a summary of overall findings, including the decline since 1980 in the West Virginia child population, the bulk of the report presents the state's statistical portrait, based on 12 indicators of well-being: (1) percent low birth weight babies; (2) infant mortality rate; (3) child death rate; (4) percent of eligible children served by Head Start; (5) percent children approved for free and reduced school meals; (6) child abuse/neglect rate; (7) teen birth rate; (8) percent births to unmarried teens; (9) percent high school dropouts; (10) juvenile delinquency case rate; (11) teen violent death rate; and (12) percent births to mothers with less than a twelfth-grade education. Trends for data are indicated where appropriate, based on 1990-1998 data. Statewide, several indicators show improvement, particularly the number of eligible children served by Head Start and the juvenile delinquency case rate, while rates for low-birth weight babies and child abuse/neglect have worsened. Information on definitions, methodology, and sources concludes the data book. (HTH)

ED 458 961 PS 029 920

Seavey, Dorie; Sullivan, Ashley F.
Household Food Security Study Summaries. 2001 Edition.
PUB DATE- 01
NOTE- 103p.; The Center on Hunger and Poverty was formerly located at Tufts Univ., Medford, MA.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- At Risk Persons; *Food; Foreign Countries; Incidence; *Low Income Groups; *Nutrition; Poverty; *Socioeconomic Status; Welfare Recipients
IDENTIFIERS- Canada; *Food Security; United States

This report provides the most recent data on the food security of United States households. Based on studies using the Food Security Core Module (FSCM), a tool facilitating direct documentation of the extent of food insecurity and hunger caused by income limitations, this report summarizes 35 studies representing 20 states and Canada. The report is presented in three parts. Part 1 provides information on concepts, definitions, and resources related to food security measurement. Part 2 contains three indices to help readers locate material: (1) study location index; (2) population group/topic index; and (3) state index. Part 3 contains study summaries, each presented in two formats. The first provides information on the objectives, methods, and key findings and conclusions of the study along with information on obtaining the report. The second is a technical summary giving more good early services for these children can lead to school success and other positive outcomes later in life. The paper concludes with a list of organizational resources. (Contains 25 endnotes.) (KB)

ED 458 978 PS 029 941

Zehnder-Merrell, Jane
Kids Count in Michigan Data Book, 2001: County Profiles of Child and Family Well-Being.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 01
NOTE- 426p.; For the 2000 Data Book, see ED 452 983. Stacie Martinez drafted part of the child safety discussion during her internship at the League. also funded by the Skillman and Blue Cross and Blue Shield of Michigan Foundations, as well as the Michigan Association of United Ways.
LANGUAGE- English
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; At Risk Persons; Birth Weight; Child Abuse; Child Health; Child Neglect; Child Safety; Child Welfare; *Children; Congenital Impairments; *Counties; Demography; Disabilities; Dropout Rate; Early Adolescents; Economically Disadvantaged; Elementary Secondary Education; Family Structure; Health Insurance; Lead Poisoning; Lunch Programs; Mortality Rate; Outcomes of Education; Poverty; Prenatal Care; Preschool Education; Racial Differences; Reading Skills; Safety; *Social Indicators; Special Education; State Norms; State Surveys; Statistical Data; Tables (Data); Trend Analysis; Violence; *Well Being; Youth Problems
IDENTIFIERS- Arrests; *Indicators; *Michigan; Out of Home Care; Vaccination

This Kids Count data book for 2001 examines statewide and county level trends in the well-being of Michigan's children. The statistical portrait is based on over 40 indicators of well-being in the areas of: (1) economic security; (2) child health; (3) child safety; (4) adolescence; and (5) education. Introductory comments note the report's focus on children as part of families and identify the numbers and rates of birth defects as new indicators included in this data book. Section 1 of the report provides background demographic information on the child population, households with children, and race and ethnicity. Sections 2 through 6 present current information and examine trends in each of the above areas. Findings indicate that during the 1990s fourth- and seventh-grade reading achievement on the Michigan Education Assessment Program showed significant improvement. The teen birth and teen death rates declined. Injury deaths among teens dropped almost a third. The most profound worsening trend was the increased rate of children involved in an investigation of alleged child abuse or neglect. Despite the decline in child poverty during the 1990s, the percent of children participating in the School Lunch Program remained a third higher than a decade earlier. Measures of maternal and infant health have also worsened. Particularly high levels of racial segregation are described along with consistent racial disparities in health and education outcomes. The report's final section presents state and county profiles of well-being. Information on data notes and sources completes the report. (KB)

ED 458 979 PS 029 942

continue to be improvements in the proportion of pregnant women receiving timely prenatal care and the survival rates of infants past the first year. Recommendations to improve children's chances for school success are made in the areas of early care and education, family economics, child health, safety, and community action. Part 1 of the report provides county level data for each of the indicators, as well as rankings comparing each county with others in the state. Following information on the indicators and data sources, part 2 of the report provides tables of demographic information and for each indicator at the state and county level. (KB)

ED 458 996 PS 029 965

Gauvain, Mary; Perez, Susan M.
Parenting Practices and Children's Participation in Planning.
PUB DATE- 01
NOTE- 9p.; Paper presented at the Annual Meeting of the American Psychological Association (109th, San Diego, CA, August 24-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Rearing; *Children; *Cultural Differences; Decision Making; Hispanic Americans; *Leisure Time; *Mothers; *Parent Child Relationship; *Parenting Skills; Personal Autonomy; Whites
IDENTIFIERS- European Americans; Latinos

This study examined the relation between parenting practices and children's participation in and deciding on their after-school activities, as well as in mother-child interactions during a laboratory task involving planning. Participants were 180 mothers and their 7-year-old children (101 European American and 79 Latino American). During a laboratory visit, mothers completed two questionnaires. One assessed their children's participation in decision making about formal and informal activities outside of school. The other assessed three dimensions of parenting: maturity demands, warmth, and control. During the same visit, mother and child participated in a problem-solving task that involved errand planning. Results indicated relationships between parenting practices and children's participation in and deciding on their after-school activities and in mother-child interaction, although the patterns differed somewhat in the two cultural groups. Findings suggest that these dimensions of parenting are linked to the opportunities children have to practice and develop complex cognitive skills such as planning, although cultural values appear to play a role in the activity domains in which these parenting practices are expressed. (Author)

ED 458 997 PS 029 966

Hewes, Dorothy W.
The Egalitarian Marriages of Six Froebelian Leaders in Late Nineteenth Century America.
PUB DATE- 01
NOTE- 23p.; Paper presented at the Annual Meeting of the National Association for the Education of Young Children (Anaheim, CA, October 31-November 3, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060),Speeches, Conference Papers, "Papers Presented at..." (150)

ED 459 015 RC 023 203

Jacobs, Don Trent; Jacobs-Spencer, Jessica
Teaching Virtues: Building Character across the Curriculum. A Scarecrow Education Book.
PUB DATE- 01
NOTE- 182p.; With contributions from Richard M. Jones and Edwin J. Dawson.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- American Indian Culture; Citizenship Responsibility; Classroom Environment; *Educational Strategies; Elementary Secondary Education; *Holistic Approach; *Interpersonal Relationship; Moral Values; *Social Values; Spirituality; *Values Education
IDENTIFIERS- American Indian Philosophy; *Character Education; *Indigenous Knowledge Systems

This book about teaching virtues is based on a fundamental American Indian view that sees the universe as intimate relationships of living things that are vitally affected by attributes called universal virtues. These virtues cross all boundaries and cannot be "taught" in isolation. They are woven into all subjects that are worth learning. Part 1 provides psychological perspectives that underpin the book's approach. Part 2 shows how various pedagogical strategies can turn subject matter into significant relationships. Since teaching virtues is ultimately about relationships, a natural way to embed awareness of virtues unfolds when there is a consistent commitment to teaching virtues daily. Chapters introduce the lesson plan format and the conceptual model, explore the meanings of vital terminology, and discuss assessment strategies. Part 3 realizes the actual interconnections between virtues and content knowledge, with chapters that address social studies, language arts, science, physical education, mathematics, and the arts. These chapters show how the process works to truly integrate content and character education. Part 4 offers an opportunity for profound reflection on the issues and challenges surrounding effective character education. (Contains 75 references.) (TD)

ED 459 016 RC 023 213

Tribal-State Partnerships: Assuring Success in Indian Education. Report of the Arizona Indian Town Hall (20th, Phoenix, Arizona, June 20-21, 2000).
PUB DATE- 00
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Standards; *American Indian Education; *Cultural Education; Educational Equity (Finance); *Educational Needs; Elementary Secondary Education; High Stakes Tests; *Native Language Instruction; Partnerships in Education; School Community Relationship; State Departments of Education; *State Standards; Teacher Education; *Tribally Controlled Education
IDENTIFIERS- *State Tribal Relationship

The 20th Arizona Indian Town Hall considered the issues of cultural and native language instruction for American Indian meetings, the capacity building program began the first of a series of educational renewal zones, in which various educational, community, government, and business interests collaborated to address poor teacher supply and quality and lack of access to technology and other resources. The program launched a national youth council, designed an alternative assessment system based on portfolio assessment, and started a rural arts education initiative. A section on policy discusses why empowering rural people and communities is more important than engaging politicians and reviews major accomplishments of the past year. Three new projects to engage rural people in shaping educational policy were funded, three major research reports were released, and a virtual information and advocacy support network was established to link people concerned with rural school facilities, community design, planning, and finance. Also included are financial statements and lists of funders, board of trustee members, and staff. (TD)

ED 459 033 RC 023 242

Nesman, Teresa M.; Barobs-Gahr, Brigita; Medrano, Lydia
They Are Our Kids: Significant Findings from a 1998 Latino Dropout Study.
PUB DATE- 01
NOTE- 18p.; Paper presented at the National Migrant Education Conference (Orlando, FL, April 2, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bilingual Teachers; Dropout Prevention; Dropout Research; *Dropouts; *Educational Environment; *High Risk Students; High Schools; *Hispanic American Students; Limited English Speaking; Middle Schools; Migrant Education; Parent Influence; Parent Participation; Social Support Groups; Student Motivation; Teacher Student Relationship
IDENTIFIERS- Hillsborough County Public Schools FL; *Latinos

A study used focus groups and interviews to examine dropout causes among Hispanic middle and high school students in Hillsborough County, Florida. Major contributors to Latino student success included personal motivation to succeed, supportive parents, and being interested and involved in school activities. Factors contributing to dropout included lack of student motivation; negative peer influence; low support from parents, teachers, and community; responsibilities outside of school; language and cultural barriers; and inflexible school policies. Recommendations for action fell into four categories: (1) communication and support for students, school personnel, and parents; (2) availability of activities for Latino students; (3) appreciation of Latino culture; and (4) communication of school policies. A program at a middle school in the study, mentioned by students as being helpful, is described. The program recruits energetic, bilingual teachers and tutors to provide assistance with homework and basic skills review. It also recruits former program participants and other Latino tutors to serve as role models. Remedial courses with low teacher-student ratios are provided for at-risk students. Strategies are employed to increase parent participation and student involvement in extracurricular activities. Results from a brainstorming session following this presentation are outlined. (TD)

ED 459 034 RC 023 243

persistent problem of food insecurity must still be met. (TD)

ED 459 051 RC 023 271

Levine, Elliot
One Kid at a Time: Big Lessons from a Small School. Series on School Reform. The Series on School Reform.
SPONS. AGENCY- Spencer Foundation, Chicago, IL.
PUB DATE- 02
NOTE- 171p.; Forewords by Ted Sizer and Tom Peters. Afterword by Dennis Littky and Elliot Washor.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Active Learning; Case Studies; Education Work Relationship; Educational Change; Educational Innovation; *Educational Practices; *Experiential Learning; High Schools; Internship Programs; Mentors; *Nontraditional Education; Parent Participation; *Performance Based Assessment; Progressive Education; *Small Schools; Teacher Student Relationship; Urban Schools
IDENTIFIERS- *Learner Centered Instruction; Providence School District RI

The Metropolitan Regional Career and Technical Center (the Met) is a unique public high school in Providence, Rhode Island. The Met has no classes, no grades, no tests, and no easy rides. With guidance from adults, each student builds a customized education focused on five learning goals: communication, social reasoning, empirical reasoning, quantitative reasoning, and personal qualities. Students spend 2 days per week at internships that they select based on their interests. But the Met is not a vocational school; the goal is to create versatile, motivated learners--not to prepare students for specific careers. The Met has little in common with most schools. Students study fewer topics but in far more depth. Rather than learning only with same-age peers, they work closely with adults inside and outside of school. Instead of taking tests, they give public exhibitions of what they have learned. Instead of letter grades, they receive detailed narratives written by their teachers. Each student's learning team--teacher, parents, student, and internship mentor--meets quarterly to assess the student's progress and plan the next quarter's activities. Chapter 1 chronicles the learning journeys of three diverse Met students. Chapters 2-8 explore the Met's unique mix of learning strategies. Chapter 9 assesses the Met's effectiveness, and chapter 10 discusses adapting the Met's principles to other schools. The book ends with a glimpse of graduation and an afterword by the school's co-directors. (Contains 67 references and an index.) (TD)

ED 459 052 RC 023 272

Ilahi, Nadeem
Children's Work and Schooling: Does Gender Matter? Evidence from the Peru LSMS Panel Data. Working Paper.
PUB DATE- 01
NOTE- 39p.; Paper for "The Policy Report on Gender."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Child Labor; Children; Education Work Relationship; Educational Attainment; Elementary Education; Employed Women; *Family Environment; Family Influence; *Females; Foreign

teachers with reform-oriented views. There were a few areas that do not fit this pattern. These anomalous findings entice further consideration. (Contains 43 references.) (DDR)

ED 459 071 SE 065 352

McGinnis, J. Randy; Roth-McDuffie, Amy; Parker, Carolyn
An Action Research Perspective of Making Connections between Science and Mathematics in a Science Methods Course.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 99
NOTE- 22p.; Paper presented at the Annual Meeting of the Association for the Teachers of Science (Austin, TX, January 14-19, 1999). Contains small print.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Action Research; Elementary Education; Higher Education; *Interdisciplinary Approach; Mathematics Teachers; *Preservice Teacher Education; *Science Instruction
IDENTIFIERS- *Symbolic Interaction
This study documents and interprets the efforts made by one elementary science methods professor to make connections between mathematics and science in an elementary science methods course. This is an action research study using an N of one (a case study) from the theoretical stance of symbolic interaction. Participants in this study include the course professor, a co-researcher, and the 30 teacher candidates in the course. Special focus is on six teacher candidates participating in a National Science Foundation funded undergraduate teacher preparation program designed to produce specialist mathematics and science upper elementary/middle level teachers and on three elementary education majors with concentrations in mathematics or science. Discussion focuses on the researchers' reflections as prompted by a comparison of the performance of the special teacher candidates' and the other teacher candidate participants. A key implication from this study is the assertion that while all participants benefited from the teaching innovation to blend mathematics and science in the methods course, the teacher candidates participating in the specialist program were particularly receptive to and accomplished in making connections between mathematics and science. The authors believe that they benefited preferentially due to their prior experience in content specialist classes in which the professors emphasized connections between the two disciplines. However, the authors also advise caution in implementing this innovation in all contexts. A major finding is that teacher candidates are inclined to construct visions of the role of mathematics and science when making connections, which specialists in the disciplines might find problematic. (Author/DDR)

ED 459 072 SE 065 386

YouthALIVE! From Enrichment to Employment: The YouthALIVE! Experience.
PUB DATE- 01
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Economically Disadvantaged; *Equal Education; *Job Skills; Low Income Groups; Minority Groups; *Museums; Science

Learnings Stated in the Music Curriculum Guides Published by the Missouri State Department of Education" (D. L. Oakley); "The Structural Organization of the Subject Matter of Music for Elementary and Junior High Curricula" (M. T. Hagan); "A Study of Musical Achievement of Children in an Economically Depressed Area" (W. Lathom); "The Derivation and Early History of the Saxophone" (R. A. Ameduri); "Sir Carl Busch: His Life and Work as a Teacher, Conductor, and Composer" (D. Lowe); and "Dissertation Abstracts" (n=7). Articles in Volume 3, Number 2 are: "A Century and a Half of Missouri Music" (J. L. Ralston); "Orthodontic Treatment as a Factor in the Selection and Performance of Brass Musical Instruments" (N. Bjorstrom); "The Significance of the Wind Ensemble in American Music Education" (D. Gephardt); "Inter-Subject Involvement" (M. F. Hunt); "The Twentieth Century: A Secondary Teacher's Guide for the Introduction of Twentieth Century Music with Emphasis Upon American Composers" (D. L. Turpin); "Music and Media" (M. O. Johnson); and "Dissertation Abstracts" (n=7). Articles in Volume 3, Number 3 are: "Verbal-Descriptive and Performance Responses of Kindergarten Children to Selected Musical Stimuli and Terminology" (N. van Zee); "Personalized Instruction: Some Reasons Why" (T. Hagan); "Learning Centers in Elementary School Music" (M. Lackey); "A Comparison of Two Methods for Teaching Musical Form to Seventh Grade General Music Classes" (J. W. Burton); "Instruction in the Music Conservatories of St. Louis, 1870-1930" (E. Headley); "Contemporary Concepts of Career Education in Music and Their Relationship to John Dewey" (M. S. Milak); "Black Music: Pathmaker of the Harlem Renaissance" (M. Blum); and "Dissertation Abstracts" (n=4). Articles in Volume 3, Number 4 are: "Humanism and the Whole Note" (G. H. Rosenberg); "Music in Open Education: Its Relationship to Individualization through the Use of Learning Centers with Emphasis on Elementary Education" (K. D. Rollins); "A Study of Placement, Proficiency and Competency Evaluation of Student Achievement in Music History and Music Theory in Missouri Institutions of Higher Education" (A. LeBlanc; H. LeBlanc); "A Matrix for Instrumental Competencies" (J. A. Middleton); "Research in Music Education for Young Children" (M. P. Zimmerman); "General Music: A Music Educator's Proving Ground" (C. D. Duncan); "The Degradation of the Blues" (K. Wexler); and "Dissertation Abstracts" (n=14). Articles in Volume 3, Number 5 are: "The Influence of Gestalt Psychology on Elementary Music Education and Pedagogy: Proposals for a Curriculum (K-6)" (R. Boyer); "The Esthetic Theories of John Dewey and Their Effect on Music Education Practices of Today" (R. C. Cereghino); "Characteristics of the Adolescent: Implications for the Listening Repertoire" (M. P. Zimmerman); "A Brief Historical Study of the Singing Schools and Shape Notes and Implications for Music Education Today" (F. Willman); and "Selected Abstracts in Music Education" (n=9). (BT)

ED 459 094   SO 033 041

Stephenson, Jack R., Ed.
Missouri Journal of Research in Music Education, 1977-1981.
PUB DATE- 81
NOTE- 554p.; For other issues of this journal, see SO 033 038-0049. Some text may not reproduce well. Published annually.
LANGUAGE- English
EDRS Price- MF02/PC23 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Applied Music; *Classroom Techniques; Curriculum Development; Elementary Secondary Education; Higher Education; *Music Activities; *Music Education; *Music Teachers;

Coverage in the encyclopedia spans education, ethnicity, sports, work, religion, and health issues. The encyclopedia's expert contributors approach topics from many disciplines, including history, cultural studies, media studies, education, literature, sociology, psychology, and anthropology. It chronicles boys' activities, hobbies, and interests throughout history: from penny arcades to video games, fishing to drag racing, the Lone Ranger to G.I. Joe. It features entries on the inspirational boyhoods of Theodore Roosevelt, Frederick Douglas, and Ralph Waldo Emerson, among other prominent Americans, and discusses how each man's upbringing was representative of the experiences of his generation and social milieu. The encyclopedia analyzes the changing roles and relationships of boys as family members, wage earners, students, and among peers, and it addresses historical and contemporary causes of bullying, gang involvement, drug use, and suicide. Volume 1 contains alphabetical entries from A-K; Volume 2 contains entries from L-Z. (BT)

ED 459 114 SO 033 239

Iannelli, Cristina
Variation across Schools in Young People's Transitions: A Comparative Perspective. CES Briefing.
PUB DATE- 01
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Comparative Education; *Cross Cultural Studies; Educational Research; Foreign Countries; Postsecondary Education; Secondary Education; *Youth
IDENTIFIERS- Descriptive Research; *Educational Issues; Ireland; Leaving Behavior; Netherlands; Scotland; Youth Transition into the Labour Market

Today in Europe, for many students, leaving secondary school does not correspond to the starting point of their working careers. Large proportions of them continue in education, experience a period of unemployment, or attend a training program. Many factors, individual and institutional, can account for differences in students' destinations. This briefing reports the main findings of a study on the effect of individual and school factors on different students' destinations in three countries: the Republic of Ireland, the Netherlands, and Scotland. The briefing finds that, among the three countries, different proportions of young people attend various types of schools and enter various post-school destinations, and that without controlling for individual or school factors, the variation across schools in students' destinations tends to be higher in the Netherlands than in Ireland and Scotland. Individual factors are responsible for most of the school variations found in Scotland and both school and individual characteristics contribute to school variations in students' destinations in Ireland. (BT)

ED 459 115 SO 033 240

Raffe, David; Howieson, Cathy; Tinklin, Teresa
What Happened to the Consensus on Higher Still? CES Briefing.
PUB DATE- 01
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays

countries to reform secondary education systems for more than 35 years. During this period, the context and imperatives for education reform have changed considerably due to various factors such as globalization of the world economy and the impact of new technologies. This paper is one of a series which addresses a wide range of topics within secondary education that reflect current challenges. The paper, a country case study, describes the development of secondary education and training in Turkey. The relatively recent and rapid expansion of post-primary education is reflected in the fact that as recently as 1996 only 17% of the 25-64 age group had completed secondary education. The paper furnishes data for post-primary education for males and females, discusses the issues of quality and learning, equal access to education, management and institutional development, innovations, and World Bank support to Turkey. It cites the following issues faced by Turkish secondary education: over-centralization; employer participation; career guidance and graduate follow-up; teacher status and service conditions; and finance. Annexed are data giving the percentage share of students in secondary education for the countries of Eastern Europe and Central Asia. (BT)

ED 459 135 SO 033 439

Fretwell, David H.; Wheeler, Antony
Russia: Secondary Education and Training. Secondary Education Series.
PUB DATE- 01
NOTE- 17p.; For other papers in this series, see SO 033 435-441.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cultural Context; Developing Nations; *Educational Change; *Educational Policy; *Educational Practices; Educational Research; Foreign Countries; *Secondary Education; *Training
IDENTIFIERS- Educational Issues; *Russia; World Bank

The World Bank has been assisting the efforts of developing countries to reform secondary education systems for more than 35 years. During this period, the context and imperatives for education reform have changed considerably due to various factors such as globalization of the world economy and the impact of new technologies. This paper is one of a series which addresses a wide range of topics within secondary education that reflect current challenges. The paper, a country case study, discusses the experiences of Russia in developing secondary education. The paper explores the complexity of Russia's secondary education and training systems and the correspondingly difficult choices that the government faces in reforming them. The paper is divided into the following sections: "Country Context"; "Development of Secondary Education and Training"; "Quality and Learning"; "Equity"; "Management and Institutional Development"; "Innovations"; "Bank Support to the Country"; and "Issues." Annexed are data giving the percentage share of students in secondary education for the countries of Eastern Europe and Central Asia. (BT)

ED 459 136 SO 033 440

Fretwell, David H.; Wheeler, Antony
Poland: Secondary Education and Training. Secondary Education Series.
PUB DATE- 01
NOTE- 16p.; For other papers in this series, see SO 033 435-441.

Responsibility; *Teaching (Occupation); Tenure

This study examined what deans of colleges of education considered important activities and elements of teaching, also noting their beliefs about activities related to scholarship and service. Researchers reviewed data from the National Survey of Deans of Colleges of Education, created a list of 20 descriptors of teaching elements of the professorate, and mailed a survey to deans nationwide. Results indicated that over 70 percent of the respondents considered 4 of the 20 items important teaching activities (e.g., developed/authored a course for the Internet and supervised a field experience/internship/externship for a degree program or licensure). About half of the respondents agreed that chairing/directing student research projects for graduate degrees was an important teaching activity. None of the top four items was among the top four considered important for promotion or tenure. Three items were considered important for service by about 70 percent of respondents (e.g., authored a literature review leading to department curricular change and authored a software program related to professional duties). Four items were considered important for scholarship by about 70 percent of respondents (e.g., teaching/conducting skill-specific workshops and mentoring new faculty). (SM)

ED 459 154 SP 040 374

Estola, Eila; Syrjala, Leena
Whose Reform: Teachers' Voices from Silence.
PUB DATE- 01
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; Educational Policy; Educational Quality; Elementary Secondary Education; *Equal Education; Faculty Development; Foreign Countries; Inservice Teacher Education; Personal Narratives; *Teacher Attitudes
IDENTIFIERS- Finland; *Reform Efforts

Finnish teachers were asked to describe school reform and changes in the classroom and to discuss how they translated the moral language of administration into their own language as teachers. The study focused on a comprehensive school reform intended to enhance educational quality in a welfare state by providing all children equal opportunities for social progress regardless of socioeconomic status. The reform involved developing a comprehensive 9-year elementary school system. This reform included a service-providing school with alternative options available to students and without remedial instruction. Analysis of previous research and of teachers' narratives about the school reform indicated that teachers believed that while the goal of equality in the new system was good, the change might have been achieved by developing the old system. Teachers believed that administrators left them without support to tackle the problems of daily school life under the reform. Teachers felt that despite the lack of realism in public rhetoric about change, the reform ultimately gave them more freedom and encouraged them to examine topics that had not been discussed before. However, the researchers concluded that the voices of teachers are not heard in the official discourse of school reform. (Contains 31 references.) (SM)

DESCRIPTORS- Course Content; Elementary Education; Elementary School Teachers; Higher Education; *Lesson Plans; Methods Courses; *Planning; Preservice Teacher Education; Student Teachers; *Units of Study

This study explored the extent to which the development of written teaching units in university methods courses was useful in preparing teachers, noting ways in which practicing teachers designed and organized subject matter in the form of written units. Participants were preservice elementary teachers enrolled in an Oakland University methods course, preservice elementary teachers who had completed student teaching, and experienced elementary teachers from nearby school districts (the Detroit metropolitan area). Researchers used both written survey questionnaires and telephone interviews. Preservice teachers reported that the experience of writing detailed unit plans in their methods course was more useful in terms of process skills acquired than in the actual product (unit) they developed. Experienced teachers indicated that time may be a limiting factor in the development of detailed written plans. The experienced teachers utilized a combination of sources and strategies to select and organize content to be taught. While most included the curriculum prescribed by their district or building, a significant number of the elementary teachers reported that they organized content in the form of integrated themes. (Contains 12 references and 5 tables.) (SM)

ED 459 174 SP 040 403

Crotty, Teri; Allyn, Debra
Evaluating Student Reflections.
PUB DATE- 01
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; Developmental Stages; Elementary Secondary Education; Evaluation Methods; *Feedback; Higher Education; Preservice Teacher Education; *Reflective Teaching; Scoring Rubrics; State Standards; *Student Teacher Evaluation; Student Teachers; Videotape Recordings
IDENTIFIERS- Blooms Taxonomy; *Reflective Thinking; University of Wisconsin River Falls

This paper traces the development of guidelines to help education instructors effectively evaluate and provide guided practice for student teachers as they reflect on their professional work. The University of Wisconsin River Falls requires student teachers to videotape their teaching experiences, then reflect on how, why, and where they meet Wisconsin learning outcomes and standards with the videotaped assignments. Students must reflect on how to change and improve their instruction and establish goals for professional development. Instructor feedback on students' reflections is an important part of the effort. Researchers reviewed and ranked five preservice teachers' videotaped teaching and reflections. This led to levels of reflection rubric, which divided reflections into high, medium, and low levels. Three students were then assisted with their reflections as they viewed their videotapes, and they engaged in a dialogue about their teaching. New insights gained by the three guided practice sessions included the need to provide instruction on videotaping, guidelines for editing and reflecting, and instructors' need to provide developmentally appropriate reflective assessments and accompanying assessments. A three-stage developmental model for another empirical context. The major aim is to make evident that natural language employs its own intrinsic system of coordinates. These coordinate systems are transforming kinetic energy into discoverable verbal flows. It is demonstrated that language must be conceived of as a natural system that becomes structured through rhythmic driving forces. The presented results give weight to the hypothesis that rotational dynamics is basic to the effects that selective textual movement patterns have on the evolution of texture; i.e., a text surface. Since the experimental procedure focused on the manipulation of text translation, asymmetries, and phrase translation, it has been possible to show that translators meet the same functional requirements in different ways, but are producing multiple stable trajectories of similar kinds. The studied text example, with English and Swedish translations, shows that the dynamics induced through translations produce a deeply ingrained commonalty. Relative phase stability in the developing strands has revealed that the mechanism is generating symmetries. Since the symmetries are the consequence of processing, apparent contour similarity has important theoretical implications. (Contains 8 figures, 1 table, and 22 references.) (SLD)

ED 459 194 TM 033 480

Stecher, Brian; Chun, Tammi
School and Classroom Practices during Two Years of Education Reform in Washington State. CSE Technical Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Achievement Gains; Educational Assessment; *Educational Change; Elementary Secondary Education; *Principals; *State Standards; Student Evaluation; Teacher Surveys; *Teachers
IDENTIFIERS- *Reform Efforts; *Washington

In 1999 and 2000 RAND researchers surveyed Washington state principals and teachers to understand how the state's education reforms, which included standards and assessments, were being enacted at the school level. In 1999, researchers selected a stratified random sample of about 70 elementary schools and 70 middle schools, and in spring 2000 they surveyed about 140 principals and about 200 fourth-grade and seventh-grade teachers. Teachers and principals reported that they understood the reform and were making changes to support it. However, the changes were not uniform and they were occurring gradually. The teacher surveys, which focused on curriculum and instruction in mathematics and writing, revealed changes in the ways these subjects were taught that suggested the state tests were more salient of the teachers than the state standards. Furthermore, there was a mixed pattern of relationships between reported teaching practices and school-level test scores. An appendix contains nine supplemental tables. (Contains 21 tables and 22 references.) (SLD)

ED 459 195 TM 033 483

Addendum to Improving Classroom Assessment: A Toolkit for Professional Developers.
SPONS. AGENCY- Office of Educational Research and Improvement

were explored. In the second study, the comparison was carried out under a more complex design using a real item pool of 300 mathematical items. Results suggest that USTR holds considerable potential for improving test efficiency for STR. It effectively reduced overall and conditional root mean standard error for all the study cases, with only slightly increased chi-square measure and test overlap. Compared to FSH, USTR greatly increased the use of low alpha items, decreased overexposure of high alpha items, and reduced test overlap while achieving comparable test efficiency. When the pool size was large enough relative to test length, FSH was found to result in higher efficiency, but its dramatically skewed item exposure distribution and high test overlap remained a problem. Preliminary results suggest that USTR might be a promising alternative. (Contains 3 tables, 6 figures, and 12 references.) (SLD)

ED 459 214 TM 033 513

Wilson, Vicki A.; Onwuegbuzie, Anthony J.
Increasing and Decreasing Anxiety: A Study of Doctoral Students in Education Research Courses.
PUB DATE- 01
NOTE- 18p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (30th, Little Rock, AR, November 15-16, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Anxiety; Doctoral Programs; *Educational Research; *Graduate Students; Graduate Study; Higher Education; Likert Scales; Statistics; Teacher Characteristics; Teaching Methods

As part of an ongoing study of statistics anxiety, 70 doctoral students at 2 research universities completed a Likert-type instrument asking them to rate from "not at all" (1) to "a great deal" (5) the extent to which 17 elements increased the anxiety and 20 elements decreased the anxiety that they experienced in educational research courses. Students were also asked to list additional elements that increased or decreased their anxiety levels. Means and standard deviations were computed for each item in the survey. Ranking at the top for increasing anxiety was the amount of work due for the class, followed by the amount of material covered in class, tests, the difficulty of the work, and the amount of work due for other classes. Ranking at the top for decreasing anxiety was getting a good grade on an assignment, followed by completing an assignment, and receiving encouragement from the teacher. Analyses of the open-ended questions revealed several themes for increasing anxiety, beginning with dissatisfaction with the teaching style of the professor. Themes that emerged for increasing anxiety included the availability of the professor to meet individually with students, help and support from other students, previous experience with statistics, and several other conditions. Several students reported feeling little or no anxiety in educational research classes. The survey instrument is attached. (SLD)

ED 459 215 TM 033 514

Inoue, Yukiko
Questionnaire Surveys: Four Survey Instruments in Educational Research.

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *Black Students; Curriculum; Educational Attainment; Educational Finance; Elementary Secondary Education; Equal Education; *Hispanic American Students; Mathematics Achievement; Minority Group Children; *Poverty; *Racial Differences; Reading Achievement; Science Achievement; Special Needs Students; Tables (Data); Teacher Effectiveness; Teaching Skills; White Students
IDENTIFIERS- African Americans; Hawaii; Latinos; National Assessment of Educational Progress

This report provides data on the academic achievement gap that separates low-income and minority students from other students, examining how well different groups of students perform in Hawaii and noting inequities in teacher quality, course offerings, and funding. Included are tables and data that provide: a frontier gap analysis (a comparison of Hawaii to the leaders in achievement and gap closing); student profile (the demographic distribution of youth in Hawaii); state performance (academic achievement and educational attainment); opportunity (well prepared teachers, challenging curricula, special student placements, effective instruction, and annual per pupil investments); minority achievement gains, state by state; and analysis of minority-white achievement gaps by subject area and grade level. Hispanic 8th graders in Hawaii made more progress in math from 1990 to 1996 than Hispanic 8th graders in most other states. However, Hispanic 8th graders in Hawaii score more than 2 years behind white 8th graders in the state in science, math, reading, and writing, while African American 8th graders score more than 1 year behind white 8th graders in science, reading, and writing. The state's poor/non-poor achievement gap would close for 8th graders in both math and science if poor students in Hawaii scored as well as poor students in North Dakota. (Contains 24 references.) (SM)

ED 459 233 UD 034 485

State Summary of Idaho. Ed Watch Online.
SPONS. AGENCY- Carnegie Corp. of New York, NY.
PUB DATE- 01
NOTE- 27p.; Also supported by the Washington Mutual Foundation. For the other State Summaries, see UD 034 473-523. For the Summary of the Nation, see UD 034 472.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *Black Students; Curriculum; Educational Attainment; Educational Finance; Elementary Secondary Education; Equal Education; *Hispanic American Students; Mathematics Achievement; Minority Group Children; *Poverty; *Racial Differences; Reading Achievement; Science Achievement; Special Needs Students; Tables (Data); Teacher Effectiveness; Teaching Skills; White Students
IDENTIFIERS- African Americans; Idaho; Latinos; National Assessment of Educational Progress

This report provides data on the academic achievement gap that separates low-income and minority students from other students, examining how well different groups of students perform in Idaho and noting inequities in teacher quality, course offerings, and funding. Included are tables and data that provide: student profile (the demographic distribution of youth in Idaho); state performance (academic achievement as measured by college admissions tests and educational attainment);

reporting results in the 8th grade math and science tests in 1996. It is therefore impossible to provide a complete profile of student achievement in New Hampshire. Data from existing evaluations show that Hispanic 4th graders in New Hampshire score about 2 years behind white 4th graders in the state in reading. Fourth graders from low-income families in New Hampshire score about 2 years behind non-poor 4th graders in the state in reading. (Contains 24 references.) (SM)

ED 459 251 UD 034 503

State Summary of New Jersey. Ed Watch Online.
SPONS. AGENCY- Carnegie Corp. of New York, NY.
PUB DATE- 01
NOTE- 27p.; Also supported by the Washington Mutual Foundation. For the other State Summaries, see UD 034 472-523. For the Summary of the Nation, see UD 034 472.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *Black Students; Curriculum; Educational Attainment; Educational Finance; Elementary Secondary Education; Equal Education; *Hispanic American Students; Mathematics Achievement; Minority Group Children; *Poverty; *Racial Differences; Reading Achievement; Science Achievement; Special Needs Students; Tables (Data); Teacher Effectiveness; Teaching Skills; White Students
IDENTIFIERS- African Americans; Latinos; National Assessment of Educational Progress; New Jersey

This report provides data on the academic achievement gap that separates low-income and minority students from other students, examining how well different groups of students perform in New Jersey and noting inequities in teacher quality, course offerings, and funding. Included are tables and data that provide: a frontier gap analysis (a comparison of New Jersey to the leaders in achievement and gap closing); student profile (the demographic distribution of youth in New Jersey); state performance (academic achievement as measured by college admissions tests and educational attainment); opportunity (well prepared teachers, challenging curricula, special student placements, effective instruction, and annual per pupil investments); minority achievement gains, state by state; and analysis of minority-white achievement gaps by subject area and grade level. Student achievement data are based on the National Assessment of Educational Progress (NAEP). New Jersey did not participate in any of the NAEP tests in 1998 and did not meet the minimum participation guidelines for reporting results in 1996. It is therefore impossible to provide a complete profile of student achievement in New Jersey. (Contains 24 references.) (SM)

ED 459 252 UD 034 504

State Summary of New Mexico. Ed Watch Online.
SPONS. AGENCY- Carnegie Corp. of New York, NY.
PUB DATE- 01
NOTE- 27p.; Also supported by the Washington Mutual Foundation. For the other State Summaries, see UD 034 472-523. For the Summary of the Nation, see UD 034 472.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *Black Students; Curriculum; Educational Attainment; Educational Finance; Elementary

Virginia and noting inequities in teacher quality, course offerings, and funding. Included are tables and data that provide: a frontier gap analysis (a comparison of West Virginia to the leaders in achievement and gap closing); student profile (the demographic distribution of youth in West Virginia); state performance (academic achievement and educational attainment); opportunity (well prepared teachers, challenging curricula, special student placements, effective instruction, and annual per pupil investments); minority achievement gains, state by state; and analysis of minority-white achievement gaps by subject area and grade level. African American 8th graders in West Virginia score about 2 years behind white 8th graders in the state in math and science, and 1 year behind in reading. Hispanic 8th graders in West Virginia score more than 2 years behind white 8th graders in the state in math, science, and writing. The state's poor/non-poor achievement gap would close for 8th graders in both math and science if poor students in West Virginia scored as well as poor students in North Dakota. (Contains 24 references.) (SM)

ED 459 270 UD 034 522

State Summary of Wisconsin. Ed Watch Online.
SPONS. AGENCY- Carnegie Corp. of New York, NY.
PUB DATE- 01
NOTE- 27p.; Also supported by the Washington Mutual Foundation. For the other State Summaries, see UD 034 472-523. For the Summary of the Nation, see UD 034 472.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *Black Students; Curriculum; Educational Attainment; Educational Finance; Elementary Secondary Education; Equal Education; *Hispanic American Students; Mathematics Achievement; Minority Group Children; *Poverty; *Racial Differences; Reading Achievement; Science Achievement; Special Needs Students; Tables (Data); Teacher Effectiveness; Teaching Skills; White Students
IDENTIFIERS- African Americans; Latinos; National Assessment of Educational Progress; Wisconsin

This report provides data on the academic achievement gap that separates low-income and minority students from other students, examining how well different groups of students perform in Wisconsin and noting inequities in teacher quality, course offerings, and funding. Included are tables and data that provide: a frontier gap analysis (a comparison of Wisconsin to the leaders in achievement and gap closing); student profile (the demographic distribution of youth in Wisconsin); state performance (academic achievement and educational attainment); opportunity (well prepared teachers, challenging curricula, special student placements, effective instruction, and annual per pupil investments); minority achievement gains, state by state; and analysis of minority-white achievement gaps by subject area and grade level. African American 8th graders in Wisconsin are the second best performing of all African American 8th graders in the country in writing. However, African American 8th graders in Wisconsin still score more than 1 year behind white 8th graders in the state in writing, more than 4 years behind in math, and 3 years behind in reading. Hispanic 8th graders in Wisconsin score 3 years behind white 8th graders in the state in math, and at least 2 years behind in reading, writing, and science. Eighth graders from low-income families in Wisconsin are the second best performing of all low-income 8th graders in the country in writing. However,

Health; Diabetes; Disabilities; Environmental Standards; Family Planning; Family Violence; Food Standards; *Health Promotion; Heart Disorders; Injuries; Low Income Groups; Mental Health; Minority Groups; Nutrition; Occupational Safety and Health; Physical Fitness; Physical Health; *Public Health; Substance Abuse; Tobacco
IDENTIFIERS- Cerebrovascular Disorders; Health for All by the Year 2000; *Healthy People 2000; Maternal and Child Health Services; Public Health Service; Sexually Transmitted Diseases; Surveillance Systems

This report completes the series of "Healthy People 2000 Reviews" published to monitor and evaluate U.S. progress toward year 2000 targets. It examines Healthy People 2000 goals (to increase the span of healthy life, reduce health disparities, and achieve access to preventive services); discusses health indicators and priority data needs; and examines sentinel objectives (national and state data). It also highlights progress in the 22 priority areas. For each area, there is a progress quotient chart, a discussion of objectives addressing the area's specific public health significance, data highlights, progress toward the objectives, major results, transition to Healthy People 2010, and data issues. Each area also includes a summary data table and the full text of the objectives. Overall, 68 of the 319 main objectives met the year 2000 targets, and another 129 showed movement toward the targets. Data for 35 objectives showed mixed results, and 7 showed no change. The status of 32 objectives could not be assessed. Many targets were revised during the midcourse review process, generally to make the target more challenging. Technical notes and tables comprise the appendix. (Chapters contain references.) (SM)

ED 459 290   UD 034 589

Darling-Hammond, Linda
Transforming Urban Public Schools: The Role of Standards and Accountability.
PUB DATE- 00
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; *Academic Standards; *Accountability; Educational Change; *Educational Quality; Elementary Secondary Education; Equal Education; High Stakes Tests; Minority Group Children; Public Schools; Standardized Tests; Student Evaluation; Teacher Competencies; *Urban Schools

This paper examines how urban school districts that have substantially improved student performance emphasize improvement of education guided by rigorous standards for teachers rather than high-stakes testing for students. States and districts that rely on test-based accountability emphasizing sanctions for students and teachers often produce greater failure rather than success for educationally vulnerable students. The paper reviews research on various approaches to accountability and highlights successful reforms in urban settings that emphasize the use of standards for teaching and learning to guide investments in better prepared teachers, higher quality teaching, more performance-oriented curriculum and assessment, better designed schools, more equitable and effective resource allocations, and more diagnostic supports for student learning. It argues for a broader conception of accountability that focuses on whether

Elementary Secondary Education; Evaluation Methods; Foreign Countries; Government Role; Limited English Speaking; *Minority Group Children; *Special Needs Students; *Student Evaluation; Test Bias
IDENTIFIERS- United Kingdom

This paper discusses how professionals have responded to the challenge of educational discrimination against minority group students in Europe, particularly the United Kingdom, explaining that minority students and their parents may differ from other students in their experience and understanding of the school system, cultural knowledge relevant to the national curriculum, and proficiency in the main language. One form this discrimination takes is disproportionate admission into schools for students with special educational needs (SEN) and unfair assessment of SEN. The paper looks at responses to this challenge from teachers, administrators, professional associations (e.g., the Association of Educational Psychologists and the British Psychological Society), employers of educational psychologists, and the central government. It highlights four expectations for the process of assessment, which include theoretical integrity, practical efficacy, equity, and accountability. Finally, it focuses on fair methods of assessment (normative assessment and curriculum-related assessment), noting that dynamic assessment has potential for use with ethnic and linguistic minority students. (Contains 29 references.) (SM)

using these three process objectives as vehicles for teaching, learning, and course development are supported by the institution through staff and course development programs and through recognition of their assessment in student grades and in faculty promotion and tenure decisions. The post-course criteria measuring quality teaching and learning are students' high academic attainments and course enjoyment. Teaching techniques for attaining these goals are left as a matter of informed professional choice to the lecturer. The separately measured in-course predictors of these criteria are the alignments of student/lecturer expectations of change in the three objectives. The theory behind this approach is that quality learning results when students and lecturer are working toward the same goals. This paper introduced the method and presents evidence validating the theory and showing that the indicators correlate with the criteria. (Author/SLD)

ED 458 864 HE 034 518

Klotz, Jack; Roberson, Thelma J.
Integrating Four Courses into a 12 Credit Hour Block of Instruction in an On-Line Format as Part of a Master's Program in Educational Administration.
PUB DATE- 01
NOTE- 33p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Little Rock, AR, November 13-16, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Curriculum; *Distance Education; *Educational Administration; Educational Technology; *Graduate Students; Graduate Study; Higher Education; Integrated Activities; Masters Programs; *Online Systems

This paper shares the approach taken by one department of educational leadership to creating a vehicle for delivering its master's degree program to national and international students through the integration of online and on-site instructional formats. The paper addresses the historical background of higher education reform, the curriculum of the block of instruction, the change from the traditional curriculum to the online format, selected strategies for online instruction, and the perceptions of faculty and students of the change. The block is a 12-credit hour block that develops a student's skill in planning and implementing school improvement and a program of instruction centered on student learning, achievement, and success. The traditional approach used a student cohort, team teaching format with a combination of instructional strategies. The online system used WebCt as its delivery system. The basic format consists of scheduled chat sessions and threaded discussions, alternating weekly. Students are also required to remain current with readings, group work, several types of writing, and other field-based assignments. The system includes an "Automated Dropbox" to which students send assignments and receives grades and comments. The delivery system was in its initial year of implementation, so it was not possible to assess it and compare it with the traditional system, but student comments regarding the online experience have been positive. Appendixes contain the on-site and online activity schedules, the retreat schedule for the gathering of online students, and examples of the online activities. (Contains 11

Architectures. Papers in three Special Sessions follow: (1) Metadata in Education; (2) Government Information; and (3) Geographic Information Systems. Included with these proceedings is a separate booklet of "Presentation Materials" from the conference. (Includes an author index.) (AEF)

ED 458 884 IR 058 337

Sikstrom, Inger Edebro; Westerlund, Mari-Ann
Umea, Sweden--Saskatoon, Canada: Resource-Based Learning Study Tour. A Report of a Study Tour of Saskatoon School Libraries.
PUB DATE- 01
NOTE- 98p.; Compiled with assistance from Gerald R. Brown through the Saskatchewan School Library Association. Study tour was undertaken with financial support from the City of Umea (Personnel Department, Culture Department, Education Department) Leadership Development Program.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Field Studies; Foreign Countries; Information Literacy; *Library Administration; *Library Services; Program Implementation; *School Libraries
IDENTIFIERS- Resource Based Learning; Saskatchewan (Saskatoon); Sweden

This report describes a study tour of Saskatoon (Canada) school libraries undertaken by a library director and the deputy director of the board of education of Umea, Sweden (October 13-21, 2001). The purpose of the study tour was to: (1) develop an awareness of the scope of modern school library programming; (2) discuss with principals and teachers the impact of an integrated approach to school library services and the steps to implementing such a program; (3) focus on the integration of independent learning skills and information literacy approaches into the regular teaching program; and (4) investigate the aspects of the implementation of a modern school library program, including staffing, facilities, educational programming, resources, staff training and development, advocacy, policy, and procedures. The sections of the report cover: the purpose of the study tour; federal, provincial, and local responsibilities for education; provincial directions in education; site visits and observations; and synthesis of observations. Appendices include the original project proposal, participant biographies, the agenda for the study tour, the contact list, the Umea municipal library plan, a bibliography of documents collected, the consultant's curriculum vitae, and an observation summary diagram. (Contains 17 references.) (MES)

ED 458 885 IR 058 343

Aversa, Elizabeth, Ed.; Manley, Cynthia, Ed.
ASIST 2001: Information in a Networked World--Harnessing the Flow. Proceedings of the ASIST Annual Meeting (64th, Washington, DC, November 3-8, 2001).
PUB DATE- 01
NOTE- 694p.; For individual conference papers, see IR 544 874-926 in CIJE). For the 2000 proceedings, see ED 447 802.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Proceedings (021)
DESCRIPTORS- Access to Information; Computer Mediated Communication; Computer Oriented Programs; Electronic

accountability of community college co-op education. Within the study, the term, co-op refers to an educational program integrating classroom studies with paid, productive work experiences related to a student's academic or career goals. A total of 674 surveys were sent out and 259 were returned, yielding a 38% response rate. The respondents were divided into three groups: (1) co-op graduates from a college offering cooperative education; (2) non co-op graduates from a college offering cooperative education; and (3) non-co-op graduates from a college not offering cooperative education. The study found no significant differences among the three groups in terms of their completion rates of additional education in latter years. Moreover, the proportion of graduates who indicated that their employers required them to complete additional education to receive a salary increase was also nearly equal among all three groups. Overall, the study showed that participation in co-op education had little effect on the rate of additional education or salary increase. The investigator suggested the need for further research on this topic and possibly development of new co-op education models. (Contains 158 references.) (GC)

ED 458 905 JC 020 016

NVCC Students in Developmental and ESL Courses: Fall 1995 to Fall 1999. Research Report. Developmental Studies Series.
PUB DATE- 01
NOTE- 29p.; For Research Report 12-00, see ED 453 877.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Age; Community Colleges; Developmental Studies Programs; *English; *English (Second Language); *Enrollment; Enrollment Trends; Ethnicity; *Remedial Instruction; *Remedial Mathematics; Sex; Two Year Colleges
IDENTIFIERS- *Northern Virginia Community College

This document discusses the enrollment of Northern Virginia Community College (NVCC) students in developmental English, developmental math, and English-as-a-Second-Language (ESL) courses. Students examined were first-time students, transfer students, continuing students, and returning students. Enrollment statistics and demographic data from fall of 1995 to fall of 1999 are presented. Highlights include: (1) enrollment in these courses increased by 24%--approximately 8% of students were enrolled in developmental English, 7% in developmental math, and 6% in ESL; (2) from 1995 to 1999, the total percentage of NVCC students enrolled in developmental English courses rose from 7% to 9%, with an equal distribution of male and female students (51% male and 49% female); of those students, the majority were white (51%), and 72% of them were under the age of 21; (3) enrollment for developmental math increased by 22% from 1995 to 1999; the majority of these students was female (52%) and were white (58%); and a large percentage of them were also under the age of 21 (59%); and (4) enrollment in ESL courses increased by 26%, with highest numbers enrolled in reading and writing courses; most of the ESL students were female (57%). A summary is included at the end of the document, along with the institution's mission and goals. (Contains 16 tables and 12 figures.) (CJW)

ED 458 906 JC 020 018

Sawma, Joseph Terry

however, the result of the study did not substantially support that involving students with the college socially would have the same effect. The study provided a student success model for practitioners on how to integrate students more with the college environment. It also proposed intervention strategies for assisting at-risk students to succeed in higher education. (Contains 47 references.) (GC)

ED 458 925 JC 020 048

Jones, E. Lynn
Current Observations and Future Importance of Leadership Attributes Perceived by Community College Presidents and Vice Presidents for Academic Affairs.
PUB DATE- 99
NOTE- 283p.; Doctoral Dissertation, East Tennessee State University for Ed.D.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Administrator Attitudes; *Administrator Qualifications; *Administrators; *College Presidents; *Community Colleges; *Leadership Qualities; School Surveys; Tables (Data); Two Year Colleges

This study examined the perspectives of 153 (response rate 70%) community college presidents and academic affairs vice presidents regarding leadership attributes that were currently observed as being practiced by mid-level managers. Mid-level managers were found to exhibit several positive attributes: strong commitments to their institutions, possession of a strong moral code and personal integrity, and not excessively using power to influence the beliefs of others. The study also summarized the presidents' and academic affairs vice presidents' perceptions of the leadership attributes that mid-level managers will need to possess to assume senior administrative positions, particularly the presidency, that will guide the institutions into the future. The study found that there was a statistically significant difference in the leadership attributes currently observed as being practiced and those attributes that would be needed in the future. The largest differences were found for the following attributes: the ability to adapt easily to changing circumstances within and outside the institution; the ability to conceptualize a vision of the college's future and communicate that vision to others; the ability to take risks willingly; and accepting, introducing, and monitoring change in people and structures in the institution. (Contains 31 tables, 94 references, and 6 appendices.) (AUTH/KP)

ED 458 926 JC 020 050

Heslop, Joanne
Profile of BC College Transfer Students Admitted to BC Universities, 1994/95 to 1998/99.
PUB DATE- 01
NOTE- 93p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Persistence; *Articulation (Education); *College Transfer Students; *Community Colleges; Foreign Countries; Higher Education; Student Characteristics; *Transfer Rates (College); Universities
IDENTIFIERS- *British Columbia

in brain structure or function, including brain development issues relevant to children with disabilities. Additional information examines how children's environment and genetic makeup may foster or impede brain growth and neurological development. Implications of this research for educational practice are noted. Chapter 6 discusses policy and practice issues that educators will need to address, given recent media emphasis on the importance of enhancing brain development and claims being made for adopting "brain-based" curricula. These issues include art and music early experiences, "smart" toys, critical periods, developmentally appropriate practice, emotional development as an educational goal, left brain/right brain teaching strategies, metacognitive teaching strategies, new math and old math, play in the curriculum, and whole language/phonics training. (Contains 135 references.) (KB)

ED 458 944   PS 029 896

Hyun, Eunsook
Gender-Fair and Gender-Congruent Practices for Young Children's Naturalist Intelligence: From the Perspective of Developmentally and Culturally Appropriate Practice (DCAP).
PUB DATE- 01
NOTE- 11p.; Paper presented at the National Association for the Education of Young Children Annual Conference (Anaheim, CA, October 31-November 3, 2001). For a previous paper on DCAP, see ED 428 841.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Environment; Developmentally Appropriate Practices; *Gender Issues; Knowledge Base for Teaching; *Preschool Children; Preschool Education; *Preschool Teachers; Sex Differences; Sex Discrimination; *Sex Role; *Sex Stereotypes; *Teacher Attitudes; Teacher Behavior; Teacher Influence
IDENTIFIERS- Environmental Awareness

Developmentally and Culturally Appropriate Practice (DCAP) is a culturally congruent and critical pedagogy that serves as a framework for early childhood education for all individuals. This paper examines young children's gender differences in learning and their gender-oriented culture and promotes developmentally and culturally appropriate gender-fair and gender-congruent practices in conjunction with young children's naturalist intelligence. Presented in a question-answer format, the paper addresses the following issues: (1) how preschool teachers perceive young children's gender characteristics in class; (2) sex differences in ways children explore nature; (3) how adults respond to young children's naturalist intelligence; (4) intellectually gender-congruent approaches to young children's naturalist intelligence; and (5) teachers' responsive curriculum construction. The paper notes that the meaning of gender-fairness has not been clearly articulated, but is connected with issues of equity, equal opportunity, or multiculturalism. Gender congruent practice means that teachers' critical thinking and curriculum decision-making processes can accept and promote gender-based differences as well as individual differences as equally rich resources in the learning community. Boys and girls require gender responsive learning and development opportunities within a shared environment, one that is supportive of gender congruent play and learning experiences. Teachers' knowledge of contributing detailed information on the instrument, methods, and implementation of the study. The technical summaries allow for comparisons across studies regarding specific issues. The preface to the report notes that there are now 5 consecutive years of national data on household food security and that state-level food security prevalence rates for 1996 to 1998 are available. In addition, specific at-risk populations are considered in a growing number of studies, including food stamp or welfare recipients, emergency food assistance recipients, legal immigrants, and general low-income populations. Finally, the locally initiated studies included in this report model the innovative collaborations between various non-profit organizations that make these studies feasible and maximize their impact on advocacy for improved local programs and policies. (KB)

ED 458 962 PS 029 921

Torsney, Janet
Meeting the Need. Save the Children 1999 Annual Report.
PUB DATE- 99
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Health; *Child Welfare; *Children; Developing Nations; Foreign Countries; Grants; Health Promotion; *Organizations (Groups); *Philanthropic Foundations; Poverty
IDENTIFIERS- *Save the Children Federation

Save the Children, founded in the United States in 1932, is an international nonprofit child-assistance organization designed to help children and their families improve their health, education, and economic opportunities, make the most of their out-of-school time, and help families recover from the effects of natural and man-made disasters. This annual report details the activities of the organization for 1999. The annual report begins with a list of major accomplishments for the year, and continues with a letter from the President and Chairman of the Board of Trustees, noting the initiation of a national mentoring campaign and other major activities as well as describing the alliance with International Save the Children. The work of Save the Children is then described in the following areas: (1) children in the United States, including the Web of Support program to support after school programming, a national mentoring campaign, and the support of corporate sponsors; (2) children in developing countries, including promotion of child health through a school health initiative, provision of preventive health services, training of people to teach in community schools, launch of a literacy initiative in Guatemala, and creation of economic opportunities; and (3) children in crisis, including work to help victims of Hurricane Mitch, continuing crises in the Balkans, an earthquake in Turkey, and provision of humanitarian assistance. A map identifies the nations worldwide in which Save the Children US and International Save the Children provide assistance. The report concludes with the financial report, a list of supporters, and a list of the Save the Children family. (KB)

ED 458 963 PS 029 922

Hollander, Vera; Torsney, Janet
A Century for Children...It Starts with Us. Save the Children 2000 Annual Report.

Albrecht, Kay; Miller, Linda G.

Innovations: Infant and Toddler Development.

PUB DATE- 01

NOTE- 393p.; For related Innovations documents, see PS 029 943-945, and ED 448 931-932. Illustrations by Joan Waites and K. Whelan Dery. Photographs by Kay Albrecht, Masami Mizukami, Rene Summer, Lisa Meinen, Gwendolyn Calhoun, and CLEO Photography.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Age Differences; Caregiver Child Relationship; Child Caregivers; *Child Development; Developmental Psychology; *Developmentally Appropriate Practices; *Early Childhood Education; Emotional Development; Friendship; Individual Development; *Infants; Knowledge Base for Teaching; Parent Child Relationship; Physical Development; Preschool Curriculum; Preschool Education; Preschool Teachers; Problem Solving; Social Development; Teacher Student Relationship; Theories; Theory Practice Relationship; *Toddlers

IDENTIFIERS- Brain Development; Developmental Theory; Transitional Activities

This book provides teachers of infants and toddlers with an in-depth guide to infant and toddler development, theories of growth and development, and best practices in early childhood education. The chapters are: (1) "Innovations: Infant and Toddler Development," looking at the underlying principles of developmental and interactional theory, and presenting a four-stage model for dealing with children's behaviors; (2) "Separating from Parents and Transitioning to School"; (3) "Connecting with School and Teacher and Making Friends"; (4) "Relating to Self and Others and Exploring Roles"; (5) "Communicating with Parents, Teachers, and Friends"; (6) "Moving Around and Problem-Solving"; and (7) "Expressing Feelings with Parents, Teachers, and Friends." Chapters 2 through 7 provide information on the developmental tasks involved, introduce relevant theorists and their ideas, apply theoretical ideas in a section on best practice, and integrate theory and best practices into the curriculum through the development of a possibility plan. These chapters also list questions, activities, and references, and conclude with a glossary of important terms. The book's appendix includes a master list of best practices and sample forms. (Contains 106 references.) (KB)

ED 458 980 PS 029 943

Miller, Linda G.; Albrecht, Kay

Innovations: The Comprehensive Infant & Toddler Curriculum. Trainer's Guide.

PUB DATE- 01

NOTE- 238p.; For related Innovations documents, see PS 029 942, PS 029 944-945, and ED 448 931-932.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Caregiver Child Relationship; Child Caregivers; Child Development; *Curriculum; Curriculum Guides; Day Care; Developmentally Appropriate Practices; Educational Environment; *Infants; *Leaders Guides; *Learning Modules; Parent Caregiver

DESCRIPTORS- *Adults; Dual Career Family; Early Childhood Education; *Educational History; Employed Women; Influences; Leaders; *Marriage; *Spouses
IDENTIFIERS- *Egalitarianism; Froebel (Friedrich)

During the final years of the nineteenth century, among the leaders of the American Froebelian kindergarten movement were three dual-career couples who exemplified the concept of egalitarian marriage: John Kraus and Maria Kraus-Boelte, William and Eudora Hailmann, and Ada Morean Hughes and John Hughes. This paper focuses on the way these six pioneers were taught, on their own early childhood experiences, the women who influenced them, and the complex social milieu of the late nineteenth century that enabled them to approach the marital relationship in a style countering many of the established sex-related roles of the period. There was no indication that these couples consciously tried to be models of egalitarian marriages. These couples worked to promote American kindergartens and to train young women to teach in them. They attempted to reform all American education systems to incorporate student self-government, a sequenced curriculum of active learning experiences, and the support of businesses and community structures. Froebel's method, which they sometimes called "The New Education," depended upon adults who were facilitators rather than authoritarians, able to promote children's advancement socially, physically, and aesthetically in a supportive environment. They applied this Froebelian philosophy to their husband-wife relationships. (Contains 30 footnotes.) (KB)

ED 458 998 PS 029 967

Denton, David R.
Improving Children's Readiness for School: Preschool Programs Make a Difference, but Quality Counts!
PUB DATE- 01
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- At Risk Persons; *Educational Quality; *Preschool Children; *Preschool Education; Program Descriptions; Program Effectiveness; *School Readiness
IDENTIFIERS- Carolina Abecedarian Project NC; Chicago Child Parent Centers IL; High Scope Model; Perry Preschool Project; Project Head Start

This report examines the evidence that high-quality preschool programs can help to improve the school readiness of at-risk children, focusing on 10 programs that have been the subjects of careful evaluations. These programs include four well-known "model programs" (High/Scope Perry Preschool Project, the Carolina Abecedarian Project, the Chicago Child-Parent Centers, and the New York State Experimental Prekindergarten program) and the federal Head Start program, as well as state programs in Florida, Georgia, Maryland, South Carolina, and Texas. The report concludes with a discussion of the characteristics that distinguish these programs as high-quality in the areas of health and safety standards, student-to-teacher ratios and class size, teacher qualifications and compensation, curricula, and parent involvement. (Contains 13 references.) (KB)

ED 458 999 PS 029 969

Building Blocks: The Next Steps for Supporting Alaska's Young Children and Their Families.

students and the impact of new state standards. Representatives of 17 tribes, state officials, educators, school board members, parents, and students participated. In the area of culture and language instruction, recommendations included tribes taking the lead in determining their communities' needs; tribes and the state jointly funding cultural and language instruction programs; granting waivers for tribal elders to teach culture and language courses; seeking accreditation for tribal language and culture courses; training and certifying all Arizona teachers in these areas; tribes and the state jointly crafting new state cultural and language standards and instructional models; more tribal members running for their local school boards; teaching children their native language in early childhood; utilizing language immersion programs for native language instruction; and providing scholarships to teachers for cultural competency training. Recommendations concerning Arizona's Instrument to Measure Standards (AIMS) included delaying the AIMS graduation requirement until 2013 while tribes research the test's validity for Indian students; developing curricula that meet the new standards; lobbying Congress to increase funding for Bureau of Indian Affairs schools and programs; allowing local districts to determine how best to teach to the standards; tribes developing their own cultural standards; developing programs that give Indian students extra instruction needed to achieve the standards; teachers respecting parents and the role that extended families play in their students' education; developing teacher retention policies; and filling the position of Director of the Indian Education Division. (TD)

ED 459 017 RC 023 217

Taylor, P. Dawn
Latina Voices of Des Moines.
PUB DATE- 01
NOTE- 337p.; Doctor of Education Dissertation, Drake University.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Acculturation; *Community Attitudes; Cultural Awareness; Educational Needs; *Ethnic Discrimination; *Females; *Hispanic Americans; *Immigrants; Information Needs; Limited English Speaking; Public Policy; Social Support Groups
IDENTIFIERS- *Iowa (Des Moines); Latinas; Training Needs

This dissertation examines the lives of Hispanic women living in Des Moines and includes their views of problems and opportunities involved in living in that city. Interviews were conducted with 24 Latino women over the age of 17 who had been in the area for over 2 years. Findings indicate that learning to speak English was the single most important tool a Latina needed to survive in the United States. Latino youth, particularly Latinas, needed support and assistance in assimilation into the Des Moines community. Residents of Des Moines did not see the potential and talents of Latina women living in the community, did not recognize the vast diversity among the Latinas living in the area, and assumed Latinos all had the same interests and desires. Generally speaking, Des Moines residents expected immigrants to immediately assimilate into the United States, speak the language, obey the laws, and act like Des Moines residents. Recommendations for policymakers include making opportunities for Latinas to learn English more readily available; providing more cultural diversity training with respect to indigenous Latinas who have immigrated to the United States; and creating an information center to help

Cain, Jim
Raccoon Circles: A Handbook for Facilitators.
PUB DATE- 01
NOTE- 19p.; Produced by Teamwork & Teamplay: The Adventure-Based Training Company.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adventure Education; *Experiential Learning; Games; *Group Activities; *Group Dynamics; Group Unity; Problem Solving; Teamwork
IDENTIFIERS- Debriefing; Facilitators; *Team Building

This handbook presents a collection of over 35 experiential and adventure-based activities using only a single item of equipment--a 15-foot long section of 1-inch tubular climbing webbing, called a raccoon circle. Some of the activities are quiet, some are loud, and they range from low to high challenge levels. Different-sized groups can be accommodated by using multiple lengths of raccoon circles. The activities address getting acquainted, motivation and energizing, consensus building, group connection, group problem solving, calmness and unity, goal setting, trust, skill building, high-level team skills, processing, debriefing, and closure. Nine of the author's favorite workshops, conference presentations, and training events are listed with a brief synopsis of each one. Six resources are presented along with seven other Raccoon Circle printed resources, books, and activity guides. (TD)

ED 459 035 RC 023 244

Dayo, Dixie Masak, Ed.
Sharing Our Pathways: A Newsletter of the Alaska Rural Systemic Initiative, 2001.
SPONS. AGENCY- National Science Foundation, Arlington, VA. Division of Educational System Reform.; Rural School and Community Trust, Washington, DC.
PUB DATE- 01
NOTE- 86p.; For volume 5, see ED 453 984.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Alaska Natives; American Indian Culture; *American Indian Education; American Indian Languages; Bilingual Education; Conferences; Cultural Maintenance; *Culturally Relevant Education; *Educational Change; Elementary Secondary Education; Eskimo Aleut Languages; Language Maintenance; Outdoor Education; Rural Education; School Community Relationship; Science Education; Teacher Education
IDENTIFIERS- *Alaska; Arctic; Eskimo Culture; *Indigenous Knowledge Systems

This document contains the five issues of "Sharing Our Pathways" published in 2001. This newsletter of the Alaska Rural Systemic Initiative (AKRSI) documents efforts to make Alaska rural education--particularly science education--more culturally relevant to Alaska Native students. Articles include "Research and Indigenous Peoples" (Nakutluk Virginia Ned); "Multicultural Education: Partners in Learning, Yugtun Qaneryararput Arcaqertuq" (Theresa Arevgaq John); "AKRSI Holds Forum on Culturally Responsive Curriculum" (Frank Hill, Oscar Kawagley, Ray Barnhardt); "Our Clothing, Our Culture, Our Identity: Keynote Address to the Arctic Clothing Conference" (Veronica Dewar); "Camping on the Tanana River" (Claudette Bradley); "Integrating Elders in Northern School Programs" (Cathy

Countries; Housework; *Males; Poverty; Rural Urban Differences; *Sex Differences; Sex Role; Womens Education
IDENTIFIERS- *Peru

Using panel data from Peru, this paper investigates the determinants of the allocation of boys' and girls' time to schooling, housework, and income-generating activities. Specifically, it explores whether sickness, employment of adult women, infrastructure, and female headship have different impacts on the time use of boys and girls. Girls mostly engage in housework, and boys mostly work outside the home. As a work activity, housework responds to economic incentives and constraints. The findings suggest that changes in household welfare affect the schooling and work of girls more than boys. Even though educational attainment rates of boys and girls are the same, girls' education responds more to changes in household welfare than does that of boys. Similarly, girls are more likely to adjust their home time in response to changes in adult female employment and to sickness of household members than boys. Differences in these patterns between rural and urban households and between Indigenous and non-Indigenous households are also discussed. The traditional approach to the determinants of child labor and education, which excludes housework, may understate children's time use, particularly that of girls. It may, therefore, also overlook an important gender dimension of educational policy. Appendices present determinants of child and adult sickness, five figures, and five tables. (Contains 24 references.) (Author/TD)

ED 459 053 RC 023 273

Lanjouw, Peter; Pradhan, Menno; Saadah, Fadia; Sayed, Haneen; Sparrow, Robert
Poverty, Education and Health in Indonesia: Who Benefits from Public Spending? Working Paper.
PUB DATE- 01
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; *Economically Disadvantaged; Elementary Secondary Education; Foreign Countries; Government Role; *Health Services; Hospitals; Outcomes of Education; *Poverty; Primary Health Care; *Public Education; *Public Policy; Rural Urban Differences; Social Services
IDENTIFIERS- *Access to Health Care; *Indonesia

This paper focuses on two important dimensions of Indonesia's development record: education and health. The paper investigates the extent to which the poor benefit from public and private provisioning of these services. Multiple rounds of annual household surveys document a reversal in the rate of decline in poverty and a slowdown in improvements in the social sector as a result of the economic crisis in the late 1990s. Rural and urban analyses of public spending in education and health reveal patterns consistent with experience in other countries: spending on primary education and primary health care tends to be pro-poor, while spending on higher education and hospitals is less obviously beneficial to the poor. These conclusions are tempered once one allows for economies of scale in consumption, which weaken the link between poverty status and household size. An examination of the incidence of changes in government spending finds that the marginal incidence of spending in both junior and senior secondary schooling is more progressive than what static analysis would suggest, consistent with a process of "early capture" by the non-poor of education

Education; Sciences; *Technology

This document introduces the national initiative YouthALIVE (Youth Achievement through Learning, Involvement, Volunteering, and Employment). The YouthALIVE program focuses on the needs of children of color from low-income communities and provides financial and technical assistance to science centers, zoos, botanical gardens, and museums for the development and implementation of programs for youth ages 10-17. Chapters include: (1) "Introducing YouthALIVE"; (2) "Making a Difference"; (3) "Defining the Challenge"; (4) "Shifting the Paradigm"; (5) "Building the Foundation"; (6) "Looking Back: Lesson Learned"; and (7) "Looking Forward: Next Steps." (YDS)

ED 459 073 SE 065 393

NOVA R Fall 2001 Teacher's Guide.
PUB DATE- 01
NOTE- 55p.; Major funding from Sprint PCS, Northwestern Mutual Foundation, and Park Foundation. Published semiannually.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Standards; Elementary Secondary Education; Instructional Materials; *National Standards; *Science Activities; Science Instruction; Science Programs; Television
IDENTIFIERS- National Science Education Standards; *NOVA (Television Series)

This teacher guide includes activity information for the program NOVA, Fall 2001. Background for each activity is provided along with its correlation to the national science standards. Activities include: (1) "Search for a Safe Cigarette"; (2) "18 Ways To Make a Baby"; (3) "Secrets of Mind"; (4) "Neanderthals on Trial"; (5) "Life's Greatest Miracle"; (6) "Methuselah Tree"; and (7) "Flying Casanovas." (YDS)

ED 459 074 SE 065 437

Ramay, John; Iverson, Maynard J.
Teacher Attitudes toward Professional Organization-Developed, State Board-Approved Standards for Agricultural Education.
PUB DATE- 01
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Standards; *Accountability; Age; *Agricultural Education; Ethnicity; Sex Differences; *State Standards; *Teacher Attitudes

Accountability was the focus of this study of the attitudes of program personnel toward the teacher association-formulated and State Board-approved Standards for Agricultural Education in Georgia. Data were collected from state Agricultural Education personnel by securing their reactions to 32 statements about the Standards. Eighty-five percent of the personnel in Georgia participated. Cronbach's alpha reliability coefficient of 0.95 was determined for the instrument. The sample demographics were representative of the population for the state. Most respondents reported using the standards within their departments, but many used them as a shared evaluation instrument. Respondents agreed on 11 statements, were undecided on 20 items, and disagreed with 1 item. Attitudes toward the standards were affected by job description, years of experience, use made of the standards, age, gender, size of

*Scholarship
IDENTIFIERS- Colorado; *Missouri; Music History; Ohio; Pennsylvania

This journal is devoted to the needs and interests of the school and college music teachers of Missouri and the United States. Articles in Volume 4, Number 1 are: "Index of Articles in the 'Colorado Journal of Research in Music Education,' 1964-1973" (S. Deich); "Index of Articles in the 'Missouri Journal of Research in Music Education,' 1962-1976" (S. Deich); "Index of Articles in the 'Contributions to Music Education,' Ohio Music Education Association, 1972-1976" (S. Deich); "Index of Articles in the 'Bulletin of Research in Music Education,' Pennsylvania Music Educators Association, 1970-1976" (S. Deich); and "Selected Abstracts in Music Education" (n=9). Articles in Volume 4, Number 2 are: "A Curriculum for Teaching Musicianship to Secondary School Students: Composing, Listening, Analyzing and Performing" (L. B. Hilton); "Retention of Songs, Stories, and Poems by Retarded Children" (W. Lathom); "The Relationships of Selected Academic, Musical, and Background Factors to Grades Obtained in Undergraduate Music Theory and Ear Training Courses" (S. J. Emig); "American Tune Book Compilations Using Shaped-Note Systems, 1801-1860, A Forerunner of American Music Education" (D. L. Oakley); and "Selected Abstracts in Music Education" (n=11). Articles in Volume 4, Number 3 are: "Music as Reinforcement in Increasing Spontaneous Speech among Autistic Children" (D. Watson); "A Study of Several Methods of Handling the Boy's Changing Voice" (F. R. Willman); "The Effect of Training in Interaction Analysis on the Verbal Teaching Behaviors and Attitudes of School Instrumental Music Education Students Studying Conducting" (C. E. Hicks); "The Child-Centered vs. The Adult-Centered Rationale: A Dualistic Approach to the Use of Philosophy in Curriculum Development with Special Application to Music Education" (R. Boyer); and "Selected Abstracts in Music Education" (n=12). Articles in Volume 4, Number 4 are: "A Philosophy for Group Piano Instruction Based upon Learning Theory and Group Interaction Theory" (D. Montano); "The Development of American Public School Elementary String Classes and Orchestras to 1950" (J. E. Hoisington); "The Role of Ethnomusicology in Music Education" (L. B. Hilton); and "Selected Abstracts in Music Education" (n=9). Articles in Volume 4, Number 5 are: "A Survey of the Evolution and Development of the Horn Style" (E. J. Bostley); "The Effect of Approval, Disapproval, and Teacher Error on Classroom Attentiveness: High School Band versus High School Chorus" (D. E. Moyer); "A Comparison of Frequency Discernment Abilities" (O. G. Parker); "Editorial Perspectives in Sunday School Hymnals Published between 1859 and 1898 which Reflect Educational Philosophy and Practice" (M. Voogt); "A Position Paper--Toward Knowing and Liking Musical Styles: The Heuristic Method" (P. K. Shehan); and "Selected Abstracts in Music Education" (n=8). (BT)

ED 459 095   SO 033 042

Stephenson, Jack R., Ed.; Koch, Franklin W., Ed.
Missouri Journal of Research in Music Education, 1982-1988.
PUB DATE- 88
NOTE- 650p.; For other issues of this journal, see SO 033 038-049. Some text may not reproduce well. Published annually.
LANGUAGE- English
EDRS Price- MF03/PC26 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Applied Music; *Classroom Techniques; Curriculum

(120)
DESCRIPTORS- Comparative Education; *Compulsory Education; *Educational Change; Foreign Countries; *Postsecondary Education
IDENTIFIERS- Consensus; Educational Issues; *Scotland

The Scottish "exam results crisis" of August 2000 appeared to reveal widespread dissatisfaction with the Higher Still reforms introduced the previous year. For a time the future of the reform seemed to hang in the balance. Yet Higher Still was the product of the consensus which emerged from the "Howie debates" of the early 1990s. It involved a massive consultation exercise with the educational community, and more recent surveys reveal continued support for its broad aims. So how to account for the feelings of resentment and frustration released by the examination results crisis? Many critics blamed the arrogant and unresponsive style of the leadership of the reform. However, a full explanation must take into account the nature of the reform as a flexible unified system, of horizontal as well as vertical lines of conflict within education, and of the political weakness which prevented the leadership from articulating a clear vision. Most countries' post-compulsory education systems are moving toward greater flexibility and unification. The crisis of educational governance in Scotland in 2000 may foreshadow similar crises elsewhere. (Includes an information box.) (BT)

ED 459 116 SO 033 295

Brazil 500 Years: Crossing Boundaries from Cabral to the Third Millennium (July 7-August 12, 2000). Fulbright-Hays Summer Seminars Abroad Program, 2000 (Brazil).
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 01
NOTE- 506p.
LANGUAGE- English
EDRS Price- MF02/PC21 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Curriculum Development; Educational Environment; Foreign Countries; Higher Education; *Humanities; *Latin American History; Secondary Education; *Social Studies
IDENTIFIERS- *Brazil; Global Issues

In the year 2000, Brazil celebrated the 500th anniversary of its discovery by the Portuguese navigator, Pedro Alvares Cabral, and subsequent settlement by the Portuguese and African, Western, and Asian immigrants. The seminar commemorating these events was designed for U.S. secondary and post-secondary teachers and curriculum specialists of the social sciences and the humanities who seek to understand, teach, do research, and update their knowledge of Brazil. The participants have created curriculum units for this report. The seminar devoted special attention to contemporary issues, comparing the development of Brazil since early European colonization with the challenges of the globalized world of the next millennium. This report begins with the itinerary and a list of the participants. Curriculum projects in the report are: "The Scope of Privatization in Brazil" (Edward H. Allen); "The Changing Status of Women in Brazil: 1950-2000" (Rose-Marie Avin); "The Educational System and the Street Children of Brazil" (Timothy J. Bergen, Jr.); "Brazil 500 Years: Crossing Boundaries from Cabral to the Third Millennium" (Kathy Curnow); "Summer 2000 Fulbright-Hays Project. Brazil 500 Years: Crossing Boundaries from Cabral to the Third Millennium" (Dina De Luca); "Development in Brazil since the Portuguese Discovery in 1500: Macro and Micro

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cultural Context; Developing Nations; *Educational Change; *Educational Policy; *Educational Practices; Educational Research; Foreign Countries; *Secondary Education; *Training
IDENTIFIERS- Educational Issues; *Poland; World Bank

The World Bank has been assisting the efforts of developing countries to reform secondary education systems for more than 35 years. During this period, the context and imperatives for education reform have changed considerably due to various factors such as globalization of the world economy and the impact of new technologies. This paper is one of a series which addresses a wide range of topics within secondary education that reflect current challenges. The paper, a country case study, describes the experiences of Poland in developing secondary education. The paper explores the complexity of Poland's secondary education and training systems and the correspondingly difficult choices that the government faces in reforming them. It is divided into the following sections: "Country Context"; "Development of Secondary Education and Training"; "Quality and Learning"; "Equity"; "Management and Institutional Development"; "Innovations"; "Bank Support to the Country"; and "Issues." Annexed are data giving the percentage share of students in secondary education for the countries of Eastern Europe and Central Asia. (BT)

ED 459 137 SO 033 441

Linden, Toby
Double-Shift Secondary Schools: Possibilities and Issues. Secondary Education Series.
PUB DATE- 01
NOTE- 20p.; For other papers in this series, see SO 033 435-440.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Developing Nations; *Double Sessions; *Educational Change; Educational Facilities; Educational Policy; *Educational Practices; Educational Research; Foreign Countries; *Secondary Education; Space Utilization; Student Needs
IDENTIFIERS- Brazil; *Educational Issues; Malaysia; World Bank

The World Bank has been assisting the efforts of developing countries to reform secondary education systems for more than 35 years. During this period, the context and imperatives for education reform have changed considerably due to various factors such as globalization of the world economy and the impact of new technologies. This paper is one of a series, which addresses a wide range of topics within secondary education that reflect current challenges. The paper, a country case study, explores the complexity of secondary education and training systems and the correspondingly difficult choices that governments face in reforming them. Specifically, the paper discusses secondary schools that teach two sets of students in two shifts--an arrangement used where the supply of schools is inadequate to provide single-shift schools for all students. It considers the circumstances in which double-shift schools are used and the issues raised by this type of arrangement. The paper cites Brazil and Malaysia as two countries with significant numbers of students in double-shift secondary schools, with significant numbers of double-shift schools also found in Turkey and Romania. It concludes that double-shift

ED 459 155 SP 040 375

Hyun, Eunsook
Expeditionary Learning Approach in Integrated Teacher Education: Model Effectiveness and Dilemma.
PUB DATE- 01
NOTE- 13p.; Paper presented at the Annual Meeting of the National Association of Early Childhood Teacher Educators (Anaheim, CA, October 31, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Consciousness Raising; Cooperative Learning; Diversity (Student); Early Childhood Education; Elementary Education; Higher Education; *Integrated Curriculum; *Preservice Teacher Education; Program Effectiveness; Special Education; Teacher Collaboration; Teamwork
IDENTIFIERS- *Expeditionary Learning Outward Bound

This paper introduces an integrated teacher education model based on the Expeditionary Learning Outward Bound Project model. It integrates early childhood, elementary, and special education and uses inquiry-oriented and social constructive approaches. It models a team approach, with all teachers unified in their mutually shared philosophy of education. The Expeditionary Learning model challenges future teachers to learn core concepts, develop divergent thinking approaches, see issues from multiple perspectives, appreciate collaborative learning processes, and apply what they learn to solve real problems in teaching. The model includes five blocks, each featuring unique, theme-based experiences (diversity of human experiences, tools for literacy and communication, going on a treasure hunt, critical analysis of teaching and learning, and reflection and integration). Data from students' notes posted on the course Web site, weekly faculty meeting notes, and e-mail messages suggest that students had to work hard to adjust to very different kinds of learning experiences that were highly socially constructive but, in the end, they appreciated the shared responsibility, collaboration, technology infusion, use of community-based resources, integrated curriculum, and diversity. Faculty believed the workload was tremendous, and the experience was demanding but rewarding. (SM)

ED 459 156 SP 040 377

Freppon, Penny A.
What It Takes To Be a Teacher: The Role of Personal and Professional Development.
PUB DATE- 01
NOTE- 192p.; Foreword by William C. Ayers.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Democratic Values; Elementary Secondary Education; *Faculty Development; *Individual Development; Inquiry; Inservice Teacher Education; Mathematics Education; Reading Comprehension; Reading Instruction; Science Education; Teacher Competencies; *Teacher Effectiveness; *Teacher Improvement; Writing Across the Curriculum; Writing Processes
IDENTIFIERS- Learning Communities; Reflective Thinking; Respect

This collection of papers focuses on teachers' personal and professional development, showing what teachers' learning,

reflective practitioners emerged which applies the six levels of Bloom's Taxonomy and includes the Ten Wisconsin Teaching Standards. Videotape Reflection Feedback Form (rubric for enhancing peer dialogues or faculty assessments of reflective practice) and the same rubric reduced to reflect this assignment are appended. (Contains 20 references.) (SM)

ED 459 175 SP 040 405

Atwell, Nedra Skaggs Wheeler
Appalachian Women Teaching the Future.
PUB DATE- 01
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cognitive Style; Computer Uses in Education; Diversity (Student); Educational Technology; Elementary Secondary Education; *Females; Metacognition; Parent Participation; Poverty; Praise; Rural Education; Self Evaluation (Individuals); Teacher Expectations of Students; *Teacher Influence; Teacher Student Relationship; Time Factors (Learning); Time Management; *Women Faculty
IDENTIFIERS- *Appalachia; Appalachian Education; Appalachian People; Direct Instruction

This paper explains that women teachers working in public schools across Kentucky, Tennessee, and Virginia face many challenges related to poverty and rural locations. However, they also have several elements in common across their classrooms which they incorporate into their instructional practice. These elements are: maintaining high expectations for success; utilizing effective praise; providing direct instruction combined with challenging activities; incorporating technology; teaching metacognitive strategies; recognizing and accommodating learning styles; promoting self-assessment and self-monitoring; protecting and optimizing instructional time; valuing parental involvement; and celebrating diversity. An accompanying PowerPoint presentation is included. (Contains 11 references.) (SM)

ED 459 176 SP 040 407

Podsen, India J.; Denmark, Vicki M.
Coaching & Mentoring First-Year and Student Teachers.
PUB DATE- 00
NOTE- 151p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Learning; *Beginning Teacher Induction; *Beginning Teachers; Classroom Techniques; Cognitive Style; Cooperating Teachers; Cooperative Learning; Elementary Secondary Education; Higher Education; *Mentors; Peer Teaching; Preservice Teacher Education; *Student Teachers; Teacher Collaboration; *Teacher Competencies; Teacher Role; Teaching Skills
IDENTIFIERS- *Peer Coaching

This book helps school systems and teacher mentors achieve a systematic approach to teacher induction and mentoring programs, offering over 60 checklists, planning guidelines, and

(ED), Washington, DC.
PUB DATE- 00
NOTE- 56p.; For the Toolkit itself, see ED 423 253. For the full text of the Toolkit, see http://www.nwrel.org/eval/Toolkit98.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Assessment; Elementary Secondary Education; *Grading; *Performance Based Assessment; Standards; Student Evaluation; *Test Construction; Test Use
IDENTIFIERS- *Alternative Assessment

This Addendum was created with the expectation that it would enhance the understanding of the conceptual framework of "Improving Classroom Assessment: A Toolkit for Professional Developers," link its text and activities to other assessment aids, and help trainers design high-quality workshops. The first section of the addendum contains an overview of the "Toolkit" that can be background reading for trainers or material to help others understand the structure of the Toolkit. Section 2, "Extending the Concepts Built by the 'Toolkit'", provides a set of cross-referencing tools that assist in finding the right tools and strategies to accomplish objectives for quality assessment. Section 3, "Tools To Help You Plan Your 'Toolkit' Training," contains materials to assist in designing training activities. Section 4 contains replacement pages for chapter 1 of the Toolkit. (SLD)

ED 459 196 TM 033 493

Berg, Kathleen, Ed.; Lai, Morris, Ed.
Pacific Educational Research Journal, 2000.
SPONS. AGENCY- Hawaii Educational Research Association.
PUB DATE- 00
NOTE- 114p.; Published biennially. For volume 9, see ED 435 633.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adolescents; *Cultural Awareness; *Diversity (Student); *Educational Research; Elementary Secondary Education; *Health Education; High Risk Students; Higher Education; *Minority Groups; Preservice Teachers; Student Attitudes; Teacher Attitudes
IDENTIFIERS- *Pacific Rim

This journal features theoretical, empirical, and applied research with implications for and relevance to education in the Pacific area. This volume contains: (1) "Community Perceptions of Culture and Education on Moloka'i" (Lois A. Yamauchi, William L. Greene, Katherine T. Ratliffe, and Andrea K. Ceppi); (2) "Academic Performance of Asian American Adolescents: An Exploration of the Relative Effects of Cultural and Social Capital" (Yoshimitsu Takei, Melvin E. Clark, Roger Shouse, and Shan-nan Chang); (3) "How Well Are Schools Addressing the Health-Related Education Needs of Hawai'i Youth? Results from the Youth Risk Behavior Survey and the School Health Education Profile Survey" (Beth Pateman, Susan M. Saka, and Morris K. Lai); (4) "A Longitudinal Study of the Patterns of Language Use in American Samoa: 1973-1998" (Anne R. Freese and Peggy A. Haleck); (5) "Teachers' Attitudes toward Problem Behaviors in Japan and the U.S." (Hideki Sano, Osami Fukushima, Evangelina Bustamante Jones, Russell L. Young, John D. Chamley, and Marian Aste); and (6) "Preservice Teachers' Perceptions of

PUB DATE- 01
NOTE- 39p.; Three of the four survey instrument projects also written by Kirk Johnson.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Faculty; *Educational Research; Ethnic Groups; Higher Education; *Multicultural Education; Questionnaires; *Research Methodology; *Surveys; Undergraduate Students
IDENTIFIERS- Guam

This paper presents four questionnaire surveys administered in educational research. Each of the questionnaires is followed by a brief research report with an abstract and summary statistics. The first survey, "Guam Undergraduate Women Questionnaire," explores the status aspiration and gender awareness of undergraduate women in Guam. Responses of 11 women provide a profile of female undergraduates, but do not show significant differences between Chamorro (Guam ethnic group) and non-Chamorro women. The second questionnaire, the "Computer-Assisted Instruction Questionnaire," was developed in 1995 to identify and prioritize the factors influencing a university faculty's use of computer-assisted instruction in Singapore. Responses of 62 faculty members show the inhibitors and facilitators of using computer assisted instruction. The third questionnaire, the "Diversity and Multiculturalism Questionnaire," was developed in 1999 to determine the attitudes of the faculty of the University of Guam toward multicultural education, with a focus on diversity, ethnicity, and pluralism. Responses from 104 faculty members showed no significant differences among teachers of various ethnic groups toward multicultural education. The final questionnaire, the "Multicultural Education Questionnaire," was developed in 2000 to analyze the theory and practice of multiculturalism in higher education in Guam, focusing on faculty strategies in incorporating multicultural pedagogic strategies at an American Pacific island university. Sixty-five faculty members responded, with most expressing support for and interest in multicultural education. (SLD)

ED 459 216 TM 033 515

Thomas, John P.
A Model of Mathematics Achievement Using Proficiency Scores.
PUB DATE- 01
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Junior High School Students; Junior High Schools; *Mathematics Achievement; *Models; Racial Differences; Regression (Statistics); Sex Differences
IDENTIFIERS- National Education Longitudinal Study 1988; Proficiency Distributions

Using eighth-grade transcript and questionnaire data from the National Education Longitudinal Study of 1988, this study used logistic regression procedures to investigate the extent to which the probability of mathematics proficiency depends on the values of various background factors. The results of the analyses, which were based on a subsample of approximately 450 students, indicate that when race and gender were the sole explanatory variables, the probability of mathematics proficiency at the highest level was greatest for Asian/Pacific opportunity (well prepared teachers, challenging curricula, special student placements, effective instruction, and annual per pupil investments); minority achievement gains, state by state; and analysis of minority-white achievement gaps by subject area and grade level. Student achievement data are based on the National Assessment of Educational Progress (NAEP). Idaho has not participated in any of the NAEP tests since 1994; it is therefore impossible to provide a complete profile of student achievement in Idaho. (Contains 24 references.) (SM)

ED 459 234 UD 034 486

State Summary of Illinois. Ed Watch Online.
PUB DATE- 01
NOTE- 27p.; Also supported by the Washingto Mutual Foundation. For the other State Summaries, see UD 034 473-523. For the Summary of the Nation, see UD 034 472.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *Black Students; Curriculum; Educational Attainment; Educational Finance; Elementary Secondary Education; Equal Education; *Hispanic American Students; Mathematics Achievement; Minority Group Children; *Poverty; *Racial Differences; Reading Achievement; Science Achievement; Special Needs Students; Tables (Data); Teacher Effectiveness; Teaching Skills; White Students
IDENTIFIERS- African Americans; Illinois; Latinos; National Assessment of Educational Progress

This report provides data on the academic achievement gap that separates low-income and minority students from other students, examining how well different groups of students perform in Illinois and noting inequities in teacher quality, course offerings, and funding. Included are tables and data that provide: student profile (the demographic distribution of youth in Illinois); state performance (academic achievement as measured by college admissions tests and educational attainment); opportunity (well prepared teachers, challenging curricula, special student placements, effective instruction, and annual per pupil investments); minority achievement gains, state by state; and analysis of minority-white achievement gaps by subject area and grade level. Student achievement data are based on the National Assessment of Educational Progress (NAEP). Illinois did not participate in any of the NAEP tests after 1990. While they participated in 1998, they did not meet the minimum participation guidelines for reporting results. It is therefore impossible to provide a full profile of achievement in Illinois. (Contains 24 references.) (SM)

ED 459 235 UD 034 487

State Summary of Indiana. Ed Watch Online.
SPONS. AGENCY- Carnegie Corp. of New York, NY.
PUB DATE- 01
NOTE- 27p.; Also supported by the Washington Mutual Foundation. For the other State Summaries, see UD 034 473-523. For the Summary of the Nation, see UD 034 472.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *Black Students; Curriculum; Educational Attainment; Educational Finance; Elementary Secondary Education; Equal Education; *Hispanic American

Secondary Education; Equal Education; *Hispanic American Students; Mathematics Achievement; Minority Group Children; *Poverty; *Racial Differences; Reading Achievement; Science Achievement; Special Needs Students; Tables (Data); Teacher Effectiveness; Teaching Skills; White Students
IDENTIFIERS- African Americans; Latinos; National Assessment of Educational Progress; New Mexico

This report provides data on the academic achievement gap that separates low-income and minority students from other students, examining how well different groups of students perform in New Mexico and noting inequities in teacher quality, course offerings, and funding. Included are tables and data that provide: a frontier gap analysis (a comparison of New Mexico to the leaders in achievement and gap closing); student profile (the demographic distribution of youth in New Mexico); state performance (academic achievement and educational attainment); opportunity (well prepared teachers, challenging curricula, special student placements, effective instruction, and annual per pupil investments); minority achievement gains, state by state; and analysis of minority-white achievement gaps by subject area and grade level. African American 8th graders in New Mexico score 2 years behind white 8th graders in the state in writing. Hispanic 8th graders in New Mexico score more than 2 years behind white 8th graders in the state in math, science, and reading, and nearly 2 years behind in writing. The state's poor/non-poor achievement gap would close for 8th graders in both math and science if poor students in New Mexico scored as well as poor students in North Dakota. (Contains 24 references.) (SM)

ED 459 253 UD 034 505

State Summary of New York. Ed Watch Online.
PUB DATE- 01
NOTE- 27p.; Also supported by the Washington Mutual Foundation. For the other State Summaries, see UD 034 472-523. For the Summary of the Nation, see UD 034 472.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *Black Students; Curriculum; Educational Attainment; Educational Finance; Elementary Secondary Education; Equal Education; *Hispanic American Students; Mathematics Achievement; Minority Group Children; *Poverty; *Racial Differences; Reading Achievement; Science Achievement; Special Needs Students; Tables (Data); Teacher Effectiveness; Teaching Skills; White Students
IDENTIFIERS- African Americans; Latinos; National Assessment of Educational Progress; New York

This report provides data on the academic achievement gap that separates low-income and minority students from other students, examining how well different groups of students perform in New York and noting inequities in teacher quality, course offerings, and funding. Included are tables and data that provide: a frontier gap analysis (a comparison of New York to the leaders in achievement and gap closing); student profile (the demographic distribution of youth in New York); state performance (academic achievement and educational attainment); opportunity (well prepared teachers, challenging curricula, special student placements, effective instruction, and annual per pupil investments); minority achievement gains, state by state; and analysis of minority-white achievement gaps by subject area and grade level. Hispanic 4th graders in New York made more progress in reading from 1992 to 1998 than Hispanic

8th graders from low-income families in Wisconsin still score more than 1 year behind non-poor 8th graders in the state in writing, and more than 2 years behind in math, science, and reading. (Contains 24 references.) (SM)

ED 459 271 UD 034 523

State Summary of Wyoming. Ed Watch Online.
SPONS. AGENCY- Carnegie Corp. of New York, NY.
PUB DATE- 01
NOTE- 27p.; For the other State Summaries and the Summary of the Nation, see UD034 472-523.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *Black Students; Curriculum; Educational Attainment; Educational Finance; Elementary Secondary Education; Equal Education; *Hispanic American Students; Mathematics Achievement; Minority Group Children; *Poverty; *Racial Differences; Reading Achievement; Science Achievement; Special Needs Students; Tables (Data); Teacher Effectiveness; Teaching Skills; White Students
IDENTIFIERS- African Americans; Latinos; National Assessment of Educational Progress; Wyoming

This report provides data on the academic achievement gap that separates low-income and minority students from other students, examining how well different groups of students perform in Wyoming and noting inequities in teacher quality, course offerings, and funding. Included are tables and data that provide: a frontier gap analysis (a comparison of Wyoming to the leaders in achievement and gap closing); student profile (the demographic distribution of youth in Wyoming); state performance (academic achievement and educational attainment); opportunity (well prepared teachers, challenging curricula, special student placements, effective instruction, and annual per pupil investments); minority achievement gains, state by state; and analysis of minority-white achievement gaps by subject area and grade level. Hispanic a 8th graders in Wyoming score 2 years behind white 8th graders in the state in math, science, and reading , and more than 1 year behind in writing. Eighth graders from low-income families in Wyoming score more than 2 years behind non-poor 8th graders in the state in reading, and more than 1 year behind in math, science, and writing. (Contains 24 references.) (SM)

ED 459 272 UD 034 538

Cahn, Claude, Ed.
Rights of the Child.
SPONS. AGENCY- Ford Foundation, New York, NY.; Mott (C.S.) Foundation, Flint, MI.; J. M. Kaplan Fund, New York, NY.; Open Society Inst., New York, NY.; European Union, Brussels (Belgium).
PUB DATE- 00
NOTE- 99p.; Also sponsored by Rockefeller Brothers Fund and the Ruben and Elisabeth Rausing Trust. Theme issue. Published quarterly.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Child Health; *Child Welfare; Childhood Needs; *Civil Liberties; Elementary Secondary Education; Equal Education; Foreign Countries; *Minority Groups; *Racial

policymakers' and practitioners' actions, in fact, produce better quality education and higher levels of learning for a greater share of students. It suggests that genuine accountability is achieved when school system policies and operating practices work both to provide good education and to correct problems as they occur. It concludes that raising standards for students so they learn what they need to know requires raising standards for the system. (Contains 69 references.) (SM)

ED 459 291 UD 034 590

Curtis, Charles K.; Meehan, George
Evaluation of the Courtlink Auto Crime Prevention Program (CACPP) for Senior Elementary and Alternative School Students in British Columbia.
PUB DATE- 01
NOTE- 156p.; Program was developed and implemented by the Law Courts Education Society of British Columbia and was funded by the Insurance Corporation of British Columbia.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Change; Behavior Change; *Crime Prevention; *Delinquency; Elementary Secondary Education; Foreign Countries; *High Risk Students; Law Enforcement; *Nontraditional Education
IDENTIFIERS- *Automobile Theft; British Columbia; Juvenile Crime; *Risk Reduction

This study evaluated the Courtlink Auto Crime Prevention Program (CACPP), a 13-hour curriculum for senior elementary school and secondary school alternative program at-risk students in British Columbia, Canada. The program provides students with information about automobile crime and its costs, consequences, and prevention. It promotes positive attitudes and behaviors regarding auto crime prevention. The evaluation identified students', teachers', and administrators' attitudes about the program, determined the degree to which the program increased students' knowledge about auto crime, and examined how the program influenced positive attitudes about not committing auto crime and about auto crime victims, auto crime prevention, and the provincial court system. Researchers reviewed literature from professional journals, the ERIC system, two Internet search engines, and the libraries of two universities but found no references to auto crime prevention programs. Data from student, teacher, and administrator surveys indicated that respondents were very positive and highly endorsed the program, feeling it was necessary in their schools. They reported improvements in students' knowledge about and attitudes toward auto crime and the court system. Three appendices include phase III research questions, phase IV research questions (knowledge and attitudes), and study instruments. (Contains 48 tables and 42 references.) (SM)

ED 459 292 UD 034 591

Stuart, Guy
Segregation in the Boston Metropolitan Area at the End of the 20th Century.
PUB DATE- 00
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

references.) (SLD)

ED 458 865 HE 034 519

Gardner, John N.
Focusing on the First-Year Student.
SPONS. AGENCY- Robert W. Woodruff Foundation, Inc., Atlanta, GA.
PUB DATE- 01
NOTE- 18p.; Published three times a year. Theme issue. Produced with Michael J. Siegel and Marc Cutright.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *College Freshmen; Educational Environment; Governing Boards; Higher Education; *Intervention; Program Development; *School Holding Power; Trustees

This issue examines the problems and issues that affect students in the first year of college and reviews current institutional efforts to enhance the learning and retention of first-year students. It also offers a set of suggestions for trustees who seek greater understanding and more active engagement in campus decisions related to the first year. The first months, weeks, and even days on campus are the time in which students make decisions about whether they want to pursue higher education seriously and whether a particular institution is the right place for them. Research evidence makes it clear that resources invested in the first-year student pay off. The best programs for first -year student seminars involve outstanding faculty members, last a full term or longer, involve a high percentage of the first-year students, and are challenging, credit-bearing, degree-applicable courses. One of the most promising approaches if that of learning communities of thematically linked courses for single, and usually small, cohorts of students. Service learning, academic support services, and health education are areas through which the experience of the first-year student can be strengthened. Trustees are advised to help the institution make the first year a high priority. Several case studies complement the discussion. (SLD)

ED 458 866 HE 034 521

Putman, T. Elizabeth Mennell
Tribal College and University Accreditation: A Comparative Study.
PUB DATE- 00
NOTE- 265p.; Doctor of Philosophy dissertation, University of Texas at Austin.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Accreditation (Institutions); *Administrator Attitudes; Administrators; *American Indians; *College Faculty; Governing Boards; Higher Education; *Teacher Attitudes; *Tribally Controlled Education

In the context of tribal colleges, accreditation is a complex issue. This study, which is a replication of a study by J. McDonald in 1982, is an examination of how the perceptions of tribal college faculty, staff, and governing board members toward the importance and impact of accreditation have changed since 1982. Surveys were administered to the presidents, full-time faculty, chief administrative officers, and governing board members at the same 14 tribal colleges that participated

Libraries; Information Management; *Information Networks; Information Retrieval; *Information Science; Information Seeking; Information Services; *Information Technology; Information Theory; Internet; World Wide Web

The theme of the 2001 "ASIST" (American Society for Information Science and Technology) annual conference is "Information in a Networked World," which covers a broad range of theory and practice in information science. The program includes 52 refereed papers, 46 SIG and panel sessions, and 33 poster presentations. Topics include: digital libraries; data mining; multimedia retrieval; taxonomies; information seeking; visualization; education; interface design; technologies for communication; knowledge management; computer technologies for sharing artifacts; information seeking/user studies; access to the Internet and communities; information seeking/text summarization; Web information architecture; bibliometrics; and uses of classification in Web research and management. This proceedings volume is arranged in three parts. Part 1 consists of contributed papers arranged by topic in order of presentation at the conference. Part 2 is comprised of SIG and panel sessions, again in the order of presentation. Part 3 includes the poster sessions according to the day of their presentation. (The two plenary sessions are not included in the proceedings.) Includes author/speaker and subject indexes. (AEF)

ED 458 886 IR 058 345

Potter, Jonathan
The Library at the Center of the Web: Information Literacy across the Curriculum in an Age of Connectivity and Chaos.
PUB DATE- 01
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Libraries; Higher Education; *Information Literacy; *Information Technology; Instructional Design; *Library Instruction; *Library Role; Library Services; World Wide Web

"Web" is identified with both the World Wide Web and the broader web of culture and fields of knowledge. The library is where all disciplines converge and is by its nature a force of order in the face of anarchical trends. Information literacy is the ability to both navigate and evaluate information. Like writing, information literacy is process-oriented and fundamental across the curriculum. "Connectivity and chaos" describes the way technology has created links as well as disorder. The context in which information literacy must be achieved is characterized by the rise of the Internet, proliferation of technologies, shifting demographics, and information overload. Information literacy programs should aim to demystify technology, incorporate collaborative/active learning techniques, pursue faculty involvement, and emphasize research as a process. Examples are cited from bibliographic instruction programs at St. Olaf College (Minnesota), the State University of New York, Montana State University, and the University of Washington. (Contains 17 references.) (MES)

ED 458 887 IR 058 387

Nichols, Stephen G.; Smith, Abby
The Evidence in Hand: Report of the Task Force on the Artifact in Library Collections. Optimizing Collections and Services for

A Quantitative Longitudinal Analysis of North Harris Montgomery Community College District's Developmental Studies Program as a Model for Developmental Studies Program Evaluation.
PUB DATE- 00
NOTE- 122p.; Ed.D. Dissertation, Baylor University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Academic Achievement; *Academic Persistence; *Basic Skills; College English; College Mathematics; *Community Colleges; *Developmental Programs; Educational Development; *Program Evaluation; Remedial Instruction; *School Holding Power; Two Year Colleges
IDENTIFIERS- *North Harris Montgomery Community College Dist TX

The purpose of this study was to determine if the developmental studies courses and the sequential program of developmental studies courses offered at North Harris Montgomery Community College District (NHMCCD) in Texas adequately prepared students for academic success in the first college-level English and/or mathematics courses. All first-time-in-college developmental studies cohort students, beginning with the fall 1992 term through the spring 1998 term, were tracked for completion and persistence through their respective developmental studies program and for enrollment and academic success in the first-level college-level course in English and mathematics. Absolutely underprepared students demonstrated an academic success rate of 1.88% to 10.91%. The academic success rates of the relatively underprepared cohorts were between 24.44% and 46.32%. In contrast, the success rate of first-time-in-college students determined to be college ready was identified as 73.85% for college-level English, and 62.09% for college-level mathematics. Persistence rates for the absolutely underprepared were between 3.76% and 24.91%, while persistence rates for the relatively underprepared were 40.45% to 84.78%. This paper makes recommendations for the improvement of success and persistence rates, including elimination of "in-progress" grading, and designing courses as competency based without semester completion dates. Appendixes include Developmental Studies and Academic Course Descriptions and Letters of Support. (Contains 24 tables and 83 references. (NB)

ED 458 907   JC 020 019

Glendale Community College: College Services Annual Report, 2000-2001.
PUB DATE- 00
NOTE- 30p.; For the 1999-2000 Annual Report, see ED 448 850.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accessibility (for Disabled); *Ancillary School Services; Annual Reports; Athletics; Career Counseling; Outreach Programs; Service Learning; Student Financial Aid; *Student Personnel Services; Tutorial Programs; Tutoring; Tutors; Two Year Colleges; Womens Athletics
IDENTIFIERS- *Glendale Community College CA

This annual report summarizes the college services activities of Glendale Community College during the 2000-2001 academic year. It describes changes and accomplishments in the following areas: (1) admissions and records; (2) college services division; (3) disabled students programs and services; (4) extended opportunity programs and services; (5) financial aid; (6) health center; (7) library and learning resources; (8)

This report provides an overview and profile of students who transferred from a British Columbia (BC) community college, university-college or institute to a BC university from 1994-1999. Report highlights include: (1) in most cases, students transferred to the BC university closest to their transfered institution; (2) 35% of students entered a BC university with 1-1.5 years of college transfer credits, and 56% transferred more than 1.5 years of transfer credits; (3) approximately 50% of transfer students register full-time in their first semester at a university, compared with 84% of secondary school students who registered full-time in their first semester; (4) on average, transfer students were 23 years old and the majority (58%) were female; (5) transfer students entered BC universities with an average grade of 70% and graduated with average grades only 5% lower than students who entered directly from high school; (6) approximately 60% of transfer students graduate from a BC university within 4 or 5 years, with an expected long-run graduation rate of approximately 70%; and (7) nearly half of all transfer students who graduated complete a degree in the Faculty of Arts and take an average of 2.7 years to complete their degree from the time of transfer. (Contains 17 tables and 6 appendices.) (KP)

ED 458 927 JC 020 051

Rocklin, Fern L.
Serving the Unserved and Underserved: Western Iowa Tech Community College--The First Thirty-Three Years, 1966-1999.
PUB DATE- 99
NOTE- 126p.; Doctoral Dissertation, University of South Dakota for Ed.D.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *College Role; *Community Colleges; *Educational Change; *Educational History; Educational Improvement; *School Community Relationship; Two Year Colleges; Vocational Education

This study examined the historical background of Western Iowa Tech Community College (WITCC) from its inception as a postsecondary vocational-technical college located in a discarded elementary school building in Sioux City, Iowa, in 1966. This study also chronicled the transformation of WITCC to a Merged Area XII campus reaching the total populations of Woodbury, Plymouth, Cherokee, Ida, Monona, and Crawford counties in Iowa. The research focused on the connection of the college with the various communities it served in western Iowa and the ways in which these communities' needs were served over a period of 33 years; economic dynamics and political climate of Sioux City and their historical influence on the WITCC's inception were examined. Personal interviews with current and retired administrators were the main primary data sources; monthly board minutes from 1966 to 1995 were used as a secondary source in this study. This case study documented that the shifting educational philosophies and technological advances have transformed the college into a more comprehensive community that offered programs in liberal arts and sciences, and it argued that the major trends and events that influenced the education of the unserved segment of the population mirrored the changes in other community colleges across the nation. (Contains 29 references.) (GC)

ED 458 928 JC 020 053

TECHnology// Strategic Plan, 2000-2005.

influences to children's gender differences is crucial. Because the existence of a feminine bias in preschools influences pedagogical practices, teachers need to be extremely careful to maintain gender-congruent experiences and a gender-fair learning environment. The paper concludes by asserting that it is possible to create a gender-fair learning environment for all young children and that it is long overdue. (Contains 32 references.) (KB)

ED 458 945 PS 029 897

Cohen, Jonathan, Ed.
Educating Minds and Hearts: Social Emotional Learning and the Passage into Adolescence. Series on Social Emotional Learning.
PUB DATE- 99
NOTE- 216p.; In partnership with the Project for Social Emotional Learning, Teachers College, and the Collaborative for the Advancement of Social Emotional Learning (CASEL). Foreword by Howard Gardner.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adolescent Attitudes; Adolescent Development; Change Strategies; Conflict Resolution; Cultural Pluralism; Decision Making; *Early Adolescents; Educational Environment; *Emotional Development; *Interpersonal Competence; *Middle School Students; *Middle Schools; Problem Solving; Program Descriptions; *Social Development; Student Needs; Student Responsibility
IDENTIFIERS- Peace Education

Based on the view that social and emotional learning (SEL) needs to be an integral part of middle school education, this book provides an overview to social and emotional learning and the development of middle school students, presents a representative range of SEL programs and perspectives, and offers reflections on the current status of SEL and possible directions to take in creating and improving programs and perspectives. The chapters are: (1) "Social and Emotional Learning Past and Present: A Psychoeducational Dialogue" (Jonathan Cohen); (2) "The Meaning of Development in Middle School" (William Solodow); (3) "Why SEL Is the Better Way: The New Haven Social Development Program" (Timothy P. Shriver, Mary Schwab-Stone, and Karol DeFalco); (4) "Creating a Positive School Climate: Strategies for Fostering Self-Esteem, Motivation, and Resilience" (Robert B. Brooks); (5) "Social Decision Making and Problem Solving: Essential Skills for Interpersonal and Academic Success" (Maurice Elias and Linda Bruene Butler); (6) "The Development of Responsibility in Early Adolescence: Approaches to Social and Emotional Learning in the Middle School" (Ruth Charney, Linda Crawford, and Chip Wood); (7) "Social and Emotional Learning: A Psychoanalytically Informed Perspective" (Steven Marans and Jonathan Cohen); (8) "Waging Peace in Our Schools: Social and Emotional Learning through Conflict Resolution" (Janet Patti and Linda Lantieri); (9) "Social, Emotional, and Political Learning" (Peggy McIntosh and Emily Style); (10) "The Cognitive, Emotional, and Behavioral (CEB) Framework for Promoting Acceptance of Diversity" (Norris M. Haynes and Steven Marans); (11) "Successful Implementation of SEL Programs: Lessons from the Thinking Skills Movement" (Ronald S. Brandt); and (12) "Learning about Social and Emotional Learning: Current Themes and Future Directions" (Jonathan Cohen). Each chapter contains references. (KB)

PUB DATE- 00
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- After School Programs; Annual Reports; *Child Welfare; *Children; Developing Nations; Females; Grants; Health Services; Hunger; Intervention; Neonates; *Philanthropic Foundations; Poverty; *Private Financial Support
IDENTIFIERS- *Save the Children Federation; United States

Save the Children was founded in 1932 as a nonprofit child-assistance organization to help children and families improve their health, education, and economic opportunities. This annual report presents information on the activities of the organization for the year 2000 and details its financial position. Beginning with highlights of the year's activities, the report continues with a letter from the president and chairman of the Board of Trustees noting the receipt of two multi-million dollar grants that will enhance the organization's ability to improve the lives of poor children. Other sections of the report discuss Save the Children's efforts related to: (1) children in developing countries, including efforts to ensure children's right to good health, the Saving Newborn Lives initiative, work to increase girls' school attendance and women's economic opportunities, and meeting the challenges of global hunger; (2) children in emergencies and crisis, including the work in Ethiopia, central Asia, Mozambique, and East Timor, as well as assistance to HIV/AIDS victims and children involved in natural disasters; (3) America's forgotten children, including information on the impact of the Web of Support, providing support for after-school programs for children in poverty, supporting teen leadership, and piloting a web-based campaign to inform, connect, and mobilize teens to help children worldwide; and (4) community solutions through sponsorship, including the sponsorship of individual children and community development. A map details the national and international areas served by Save the Children and the International Save the Children Alliance. The annual report also includes the financial report, a list of organization supporters, and a list of Save the Children staff. (KB)

ED 458 964 PS 029 923

Wachs, Theodore D.
Necessary but Not Sufficient: The Respective Roles of Single and Multiple Influences on Individual Development.
PUB DATE- 00
NOTE- 439p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- At Risk Persons; Biological Influences; *Child Development; Cultural Influences; Environmental Influences; Family Environment; Genetics; *Individual Development; *Individual Differences; *Influences; Nutrition; Parent Influence; Perinatal Influences; Prenatal Influences; Social Influences; Socioeconomic Influences; *Systems Analysis; *Systems Approach; Theories

Based on the view that individual variability is best understood as the result of influences from multiple domains operating over time, this book describes how different domains of

Relationship; Preschool Education; Self Evaluation (Individuals); *Toddlers; *Workshops

This guide is designed for training teachers in the use of the "Innovations" curricula for infants and for toddlers. The "Innovations" program is based on the view that curricula for young children should involve thinking and planning for everything that can contribute to child development as well as the teacher's relationship with the child and the family. This guide is organized in two sections. Section 1 contains an 8-hour training session providing a comprehensive introduction to the Innovations curricula. Included in this section are a list of preparation steps, a list of handouts/overheads and materials needed, and a detailed planning grid and agenda for conducting workshop activities. Section 2 contains 29 training modules designed to be used in inservice/preservice workshops or in biweekly/monthly staff meetings. Seven of these training modules address the following aspects of child development theory: principles of development/physical development, attachment, temperament, play, brain development and intellectual development, language development and literacy, and social development and social problem-solving. Topics for the remaining training modules are: (1) developmental tasks; (2) observation and assessment; (3) interactive experiences; (4) parent partnerships; (5) curriculum planning process; (6) environments; (7) dramatic possibilities; (8) sensory/art possibilities; (9) curiosity possibilities; (10) construction possibilities; (11) music/movement possibilities; (12) literacy possibilities; (13) outdoor possibilities; (14) projects; (15) prop boxes; (16) picture files/vocabulary; (17) guidance and discipline; (18) biting; (19) aggression; (20) social problem-solving; (21) toileting; and (22) portfolios. Each training module includes an outline for the workshop providing information on activities, the training technique used, and necessary materials. The guide's appendix includes the forms, checklists, worksheets, and information summaries used in the workshops. (KB)

ED 458 981 PS 029 944

Miller, Linda G.; Albrecht, Kay
Innovations: The Comprehensive Infant Curriculum. A Self-Directed Teacher's Guide.
PUB DATE- 01
NOTE- 132p.; For "Innovations: The Comprehensive Infant Curriculum," see ED 448 931. For related Innovations documents, see PS 029 942-943, and PS 029 945.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Caregiver Child Relationship; *Child Caregivers; Curriculum; *Day Care; *Independent Study; *Infants; Learning Modules; *Preschool Curriculum; Preschool Education; *Professional Development

This teacher's guide accompanies "Innovations," a comprehensive, interactive curriculum for infants from birth to 18 months. The "Innovations" program is based on the view that curricula for young children should involve thinking and planning for everything that can contribute to child development as well as the teacher's relationship with the child and family. The 38 learning modules are designed to be used by an individual teacher with the support of a mentor or supervisor and provide

PUB DATE- 00
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Change Strategies; *Child Health; Community; Cooperation; *Day Care; Early Childhood Education; Family Programs; Government Role; Infant Care; Neighborhoods; *State Programs; Well Being; *Young Children
IDENTIFIERS- *Alaska

As part of the ongoing efforts in the state of Alaska to improve the health and well-being of the state's young children, the Alaska Departments of Education and Early Development and Health and Social Services are collaborating to develop a plan to address the critical outcomes and strategies that will support and improve the lives of Alaska's children and families. This report identifies many of the challenges facing Alaskan children and their families and identifies outcomes, beginning strategies, and indicators to help measure progress. Following an introduction, the report is presented in five sections. Section 1, "Assuring Maternal and Child Health," focuses on improving birth outcomes and the newborn's earliest environment, ensuring that children maintain physical and mental health, and protecting children from harm and injury. Section 2, "Enhancing Early Care and Education," delineates markers of high-quality programs. Section 3, "Supporting Healthy Stable Families," describes family responsibilities and delineates characteristics of resilient children. Section 4, "Developing Supportive Neighborhoods and Communities," describes characteristics of a healthy community. Section 5, "Establishing Support Systems," notes the importance of collaboration at the state and local level and details state responsibilities. In each section, positive outcomes are identified, suggested strategies are delineated, and possible indicators to measure progress and gauge success in achieving outcomes are listed. In addition, each section provides questions to guide community or agency/business self-evaluation regarding possible contributions to the identified outcomes. The report concludes with the charge that Alaskan citizens, communities, and organizations identify at least one action they can take that will make a difference for children. (KB)

ED 459 000   PS 029 970

Hines, Rebecca A.
Inclusion in Middle Schools. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Disabilities; Educational Cooperation; *Inclusive Schools; Mainstreaming; *Middle School Students; Middle Schools; *Regular and Special Education Relationship; Special Education; *Special Needs Students; Student Needs; Teacher Collaboration
IDENTIFIERS- ERIC Digests

The generally accepted concept of inclusion is that students with disabilities attend classes with their general education peers immigrants learn what is expected of individuals living in Des Moines and how to adapt. (Contains 70 references.) (TD)

ED 459 018 RC 023 218

Couture, Joe; Parker, Ted; Couture, Ruth; Laboucane, Patti
A Cost-Benefit Analysis of Hollow Water's Community Holistic Circle Healing Process.
SPONS. AGENCY- Ministry of the Solicitor General, Ottawa (Ontario).; Aboriginal Healing Foundation, Ottawa (Ontario).
PUB DATE- 01
NOTE- 107p.; Also available in French. Some figures may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- American Indian Culture; *Canada Natives; *Community Programs; Correctional Rehabilitation; *Cost Effectiveness; Cultural Context; Foreign Countries; *Holistic Approach; Human Services; Participatory Research; Program Evaluation; Recidivism; Self Determination; *Sexual Abuse; *Spirituality
IDENTIFIERS- *Healing; Manitoba; Sex Offenders

Four Native American communities in Manitoba (Canada) known as Hollow Water devised a healing system for sexual abuse--the Hollow Water First Nation Community Holistic Circle Healing (CHCH). While integrating elements of a number of federal and provincially funded services, the 13-step CHCH healing process is based on the seven Midewin teachings of the Anishnabe people. Unlike mainstream systems (justice, family/social services), the process holistically involves victims, victimizers, and their families and creates spiritual, physical, emotional, and intellectual benefits throughout the community, many of which cannot be given a specific dollar value. A participatory approach involving 50 formal interviews and many informal interviews was used to conduct a holistic cost/benefit evaluation of the CHCH strategy. The study concluded that the CHCH strategy is the most mature healing process in Canada. During the 10 years of CHCH existence, the federal and provincial governments have contributed a total of $2.4 million. The cost of 10 years of government-run services would be $6-16 million. In addition, these mainstream services do not have the community capacity nor healing effect of the CHCH healing process, nor do they include a community development component. Given that the recidivism rate for CHCH is 2 percent, compared to the national average of 13 percent for sex offenders, the value of CHCH services to government and community is significantly understated. Value-added benefits include improved child health, more people completing their education, improved parenting skills, empowerment of individuals, broadening of community resources, increased community responsibility, return to traditional ceremony, decrease in overall violence, and overall healing of intergenerational pain resulting from colonization. There is every indication that these benefits will increase exponentially in the future. Appendices present the 13 steps of the CHCH program, and research materials. (Contains 34 references.) (TD)

ED 459 019 RC 023 219

Boylan, Colin; Bittar, Lex
School Councils in New South Wales: A Report to the New South Wales Department of Education and Training.
PUB DATE- 01

McGregor); and "Documenting Indigenous Knowledge and Languages: Research Planning & Protocol" (Beth Leonard). Issues also describe conferences and professional development opportunities for Alaska teachers; successful practices in Alaska's five "cultural regions" (Athabascan, Yup'ik, Southeast, Alutiiq, and Inupiaq regions); winners of student science fairs; guidelines for strengthening indigenous languages, nurturing culturally healthy youth, preparing culturally responsive teachers, and making public libraries more culturally responsive; and undergraduate and graduate programs emphasizing indigenous knowledge. AKRSI regional contact information is included. (SV)

ED 459 036 RC 023 245

Westra, Kathryn E., Ed.; Younches, H. Allison, Ed.
Rural Roots: News, Information, and Commentary from the Rural School and Community Trust, 2000-2001.
PUB DATE- 01
NOTE- 78p.; Successor to previous newsletter "Rural Matters"; se ED 438 111. Photographs may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Academic Standards; American Indian Education; *Conferences; Educational Change; Elementary Secondary Education; Outdoor Education; *Rural Education; Rural Schools; *School Community Relationship; *Student Projects
IDENTIFIERS- *Place Based Education; *Rural School and Community Trust

This document contains the first eight issues of "Rural Roots" two published in 2000 and six published bimonthly in 2001. A newsletter of the Rural School and Community Trust, "Rural Roots" provides news, information, and commentary from the Rural Trust and highlights the wide variety of place-based education work happening in rural schools and communities across the country. Articles include: "Rural School and Community Trust Gets $8M Boost from New Foundation Grants"; "Extravaganza 2000: Networking Solutions for Rural Schools" (Elisabeth Higgins Null); "Stewardship Institute Participants Tackle Standards Issue" (Barbara Poore); "PACERS Cooperative Celebrates 'Alabama, My Home'" (Elisabeth Higgins Null); "Making the Best Better: Developing a Portfolio-Based Assessment System" (Barbara Cervone); "Rural Trust Native Sites: Paradigm Busters" (Elaine Salinas); "From Downeast to the Delta: Lubec, Maine Students Host Marine Conference"; "Youth Leadership Is Major Focus at Rendezvous 2000" (Julie Bartsch, Matt Pritchard); "Student Recording Projects Capture Rural Culture, History"; "Student-Run Grocery Store Up and Running"; "Students Map Resources of Robeson County, NC"; "Students Converge in Kearney, Nebraska for Student Extravaganza 2001"; "Arts Flourish on California's San Juan Ridge"; "Wetlands Estonoa Saved by Saint Paul Senior Ecology Class"; "Murrah Reflects on Six Years of Rural Trust"; "How To Make the Outdoors Your Classroom"; "A Teacher's First Person Account of the Zia Pueblo and Peacham, Vermont Student Exchange" (Cathy Browne); "Wisconsin's Youth Press: Hands-On Media Work" (Allison Younches); "Cross-Cultural Orientation at Old Minto Camp" (Ray Barnhardt, Rob Amberg); "Where Does Place-Based Learning Fit In?" (Allison Younches); and "A Light Shining on Learning That Happens within the Context of Community" (Ginny Jaramillo). Issues also contain notices of conferences and new publications, and organizational news of the Rural Trust. (SV) spending. In the case of health, marginal and average incidence analysis point to the same conclusion: the greatest benefit to the poor would come from an increase in primary health care spending. A table presents data for rural and urban areas of each province on poverty, adult illiteracy, elementary school dropouts, infant mortality, and child malnutrition. Appendices present additional data tables and notes. (Contains 45 references.) (Author/TD)

ED 459 054 RC 023 274

Findeis, Jill L.; Henry, Mark; Hirschl, Thomas A.; Lewis, Willis; Ortega-Sanchez, Ismael; Peine, Emelie; Zimmerman, Julie N.
Welfare Reform in Rural America: A Review of Current Research.
SPONS. AGENCY- Cooperative State Research, Education, and Extension Service (USDA), Washington, DC.
PUB DATE- 01
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Economically Disadvantaged; Education Work Relationship; Educational Attainment; *Family Characteristics; Labor Market; Policy Analysis; Poverty; Public Policy; *Rural Family; *Rural Urban Differences; *Welfare Recipients; *Welfare Reform; Working Poor
IDENTIFIERS- *Personal Responsibility and Work Opp Recon Act; Temporary Assistance for Needy Families

This research review suggests that welfare reform policy should recognize the differences between rural and urban poor families. The rural poor are more likely to be employed, married, and non-Hispanic white. Rural-urban labor market differences are also likely to influence the effects of the Personal Responsibility and Work Opportunity Reconciliation Act (PRWORA). For example, during expansions, urban labor markets are typically tighter, and it is tight labor markets that induce employers to offer amenities to disadvantaged workers. Hence, the 1990s economic expansion that reduced welfare rolls was probably less beneficial to the rural poor. Welfare caseloads declined unevenly in rural and urban areas in the mid to late 1990s, depending upon the state economy and welfare policy. The decline in dependence on TANF has been more universal, with food stamp dependence declining more slowly in rural communities. Even still, there is evidence that a significant number of eligible rural and urban households currently lack access to food stamps, perhaps due to PRWORA's policy thrust of limiting welfare receipt. Rural welfare "leavers" face mixed employment prospects and receive lower incomes than their urban counterparts. Because many "leavers" are employed in service occupations where earnings are low, a major policy challenge is to make work pay. Employment barriers for welfare "stayers" include lack of transportation and lack of child care, and these challenges are greater in rural than urban areas. The majority of those that continue to receive welfare, like most that leave welfare, have not graduated from high school, have an average of two children per family, and are female single parents. An appendix presents study information in table form. (Contains 98 references.) (TD)

ED 459 055 RC 023 275

Null, Elizabeth Higgins
Rural Schools on the Prairie Turn to Land for Learning and Inspiration. Rural Trust Featured Project.

school, and ethnicity of respondents. Educational level and number of teachers of agriculture in the school had little effect on ratings of the statements about Standards. (Contains 15 references.) (Author/DDR)

ED 459 075 SE 065 458

Capa, Yesim; Yildirim, Ali; Ozden, M. Yasar
An Analysis of Students' Misconceptions Concerning Photosynthesis and Respiration in Plants.
PUB DATE- 01
NOTE- 39p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (St. Louis, MO, March 25-28, 2001).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Biology; Concept Formation; Foreign Countries; High Schools; *Misconceptions; Photosynthesis; *Plants (Botany); Science Education
IDENTIFIERS- Turkey

The aims of this study were to diagnose students' misconceptions concerning photosynthesis and respiration in plants, and to investigate reasons behind these misconceptions. The subjects were 45 ninth grade high school students and 11 high school teachers. Data were collected by interview technique. All of the interviews were audiotaped and transcribed verbatim by the researcher. Misconceptions were analyzed under the headings of plant nutrition, role of water in plants, role of leaves in plants, gas exchange, energy transformation, the definition and the importance of photosynthesis, role of light in photosynthesis, respiration in plants, and the relationship between photosynthesis and respiration in plants. Findings indicated that many students have misconceptions about photosynthesis and respiration in plants. These misconceptions were found to be generally based on social practices and school experiences involving students' learning styles and instruction. (Contains 15 references.) (Author/YDS)

ED 459 076 SE 065 459

Yuruk, Nejla; Geban, Omer
Conceptual Change Text: A Supplementary Material To Facilitate Conceptual Change in Electrochemical Cell Concepts.
PUB DATE- 01
NOTE- 23p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (St. Louis, MO, March 25-28, 2001).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Chemistry; *Concept Formation; *Electric Batteries; *Electrochemistry; Foreign Countries; High Schools; Learning Processes; *Misconceptions; Science Education
IDENTIFIERS- *Conceptual Change; Turkey

The main purpose of the study was to investigate the effectiveness of conceptual change text (CCT) oriented instruction over traditionally designed instruction on students' understanding of electrochemical (galvanic and electrolytic) cell concepts. The subjects of the study consisted of 64 students from the two classes of a high school in Turkey. One of the classes was randomly assigned to

Development; Elementary Secondary Education; Higher Education; *Music Activities; *Music Education; *Music Teachers; *Scholarship
IDENTIFIERS- *Missouri; Music History

This journal is devoted to the needs and interests of the school and college music teachers of Missouri and the United States. Articles in Volume 5, Number 1 are: "O. Anderson Fuller, The First Black Doctor of Philosophy in Music in America, and his Development of the Music Education Curriculum at Lincoln University" (S. Houser); "A Study Comparing Computer Pitch Drills with Piano Pitch Drills" (M. S. Milak); "Non-Participation of Freshman and Senior Boys in High School Chorus" (B. J. Kourajian); and "Selected Abstracts in Music Education" (n=8). Articles in Volume 5, Number 2 are: "Effect of Three Types of Music on Moods and Feelings" (W. B. Lathom; B. Lubin; L. Havlicek); "The Effect of the Use of 'Music Speed Reading' on the Sight Reading Ability of Senior and Junior High School Instrumentalists" (W. J. Leafblad); "The Collegium Musicum as a Viable Performing Group on the Technological Campus" (J. Kramme); "An Investigative Study of Young Children's Vocal Problems and Remedial Needs" (N. van Zee); "Music and Music Education in the Koreshan Settlement, Estero, Florida" (L. B. Hilton); and "Selected Abstracts in Music Education" (n=10). Articles in Volume 5, Number 3, are: "Effect of Improvising in Given Rhythms on Piano Students' Sight Reading Rhythmic Accuracy Achievement" (D. R. Montano); "Investigation of a One Note--One Name Rhythm Reading Instruction Model" (J. T. Jetter); "Dimensions in the Meaning of Choral Experience: A Reexamination" (J. Hylton); "A Study to Ascertain the Commonly Preferred Elements in Brass Warm-Up Routine" (R. J. Altman); "Discrimination and Consistency of Judgment of Musical Balance of Wind Quartets" (T. Austin); "Comparative Methods for Teaching Irregular Meter through Balkan Music to Elementary School Students" (F. M. Irwin); and "Selected Abstracts in Music Education" (n=13). Articles in Volume 5, Number 4 are: "Comparison of Music Teaching Self-Evaluations before and after Videotape Feedback" (W. L. Sims); "A Survey of Instrumental Music Scheduling Status in Public Schools of Southeast Missouri" (M. Creech); "How Did We Do It in the Past?" (J. T. Jetter); "A General Survey of the Competition-Festival to 1960" (D. L. Oakley); "A Commentary--Teaching Listening, Breathing Support and Sensitivity through the a cappella Art" (B. Vantine); and "Selected Abstracts in Music Education" (n=9). Articles in Volume 5, Number 5 (Editors: Franklin W. Koch and Wendy Sims) are: "The Use of an Objectively Constructed Rating Scale for the Evaluation of Brass Juries: A Criterion-Related Study" (M. J. Bergee); "The Effect of Traditional Music Class versus Repeated Listening on the Music Preferences of Kindergarten and Primary Grade Children" (V. Burnsed; H. Price); "The Use of Rehearsal Time by an Experienced Choral Conductor with a Children's Choir" (R. S. Moore); and "Index of Articles in the 'Missouri Journal of Research in Music Education, Vol. I-IV'" (F. Willman). (BT)

ED 459 096 SO 033 043

Koch, Franklin W., Ed.; Sims, Wendy L., Ed.; Pembrook, Randall G., Ed.
Missouri Journal of Research in Music Education, 1989-1994.
PUB DATE- 94
NOTE- 522p.; For other issues of this journal, see SO 033 038-049. Some text may not reproduce well. Published annually. Starting with this issue, the journal no longer uses volume numbers.

Perspectives with Accompanying Slides from the Summer of 2000" (Richard Dodder); "Latin America: Brazil" (Jennifer A. Hall); "Brazil: A Project Submitted to the Commissao Fulbright, Brasil" (Carol A. Julian); "Brazil and Africa: The South Atlantic 1500-1900" (Modupe G. Labode); "Brazil Economic Project" (Roberta Margo); "Contrasting Neo-Liberalism and Liberation Theology Using Brazil as a Reference" (Charles Powers); "Brazil: A Case Study for Global Issues" (Joan Powers); "Introduction to Capoeira: Dance of Liberation, Sport of Community" (E. Gaynell Sherrod); "Brazil 500 Years: Crossing Boundaries from Cabral to the Third Millennium" (Mary E. Snethen); "The Scope of Privatization in Brazil" (Igor M. Tomic); and "Cultural Diffusion in Brazil: Sports and Other Pastimes" (Photographs) (Dwan Margaret Toohey-Costa). (BT)

ED 459 117 SO 033 296

Cole, Ardra L., Ed.; Knowles, J. Gary, Ed.
Lives in Context: The Art of Life History Research.
PUB DATE- 01
NOTE- 272p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Historical Materials (060)
DESCRIPTORS- Biographies; Higher Education; Life Events; Qualitative Research; *Research Methodology; *Research Skills
IDENTIFIERS- *Life History Method; Lifewriting; Personal History; *Researcher Subject Relationship; Theoretical Orientation

The reflexive turn in qualitative research has transformed the process of doing life history research. No longer are research subjects examined through the lens of the all-knowing but supposedly invisible researcher. According to this book, an introduction to conducting life history research, the process is now one of mutuality, empathy, sensitivity, and caring. The book carries the novice researcher through the steps of conducting life history research from conceptualizing the project to the various means of presenting results with an eye toward understanding the complex relationship between participant and researcher and how that shapes the project. The book is in two parts, each representing a different kind of text. Part 1 contains the editors' words and ideas supplemented by voices of other scholars. It presents, discusses, and illustrates a perspective on life history research that is based on principles of reflexivity, relationality, and artistry; i.e., the theoretical elements of the research orientation are made known. Part 2 contains essays by a variety of life history researchers, such as Renee Sarchuk Will, Jacquie Aston, Kathleen Gates, Kathryn Church, Cathy Crowe, Avi Rose, James A. Muchmore, Lori Ebbesen, Jeff Orr, Elizabeth Oates Schuster, Suzanne Thomas, Maura McIntyre, and Ilze Arielle Matiss. These essays present perspectives and ideas about life history research that have application in a wide variety of inquiry contexts and academic disciplines. The book is intended both for teaching life history research to students and as a reference for qualitative researchers. (BT)

ED 459 118 SO 033 310

Shiveley, James M.; VanFossen, Phillip J.
Using Internet Primary Sources To Teach Critical Thinking Skills in Government, Economics, and Contemporary World Issues. Greenwood Professional Guides in School Librarianship.
PUB DATE- 01

schools appear to offer an adequate education and, therefore, appear to be a viable solution, at least in the short to medium term, for countries seeking to expand their secondary education systems within resource constraints. Contains 13 notes, a table, and 18 references. (BT)

ED 459 138 SO 033 449

Dilemmas in Foreign Aid: Debating U.S. Priorities, Policies, and Practices. Teacher's Resource Book and Student Text . Public Policy Debate in the Classroom. Choices for the 21st Century Education Program.
PUB DATE- 01
NOTE- 87p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Developing Nations; *Foreign Countries; Foreign Policy; Global Approach; International Relations; *Public Policy; Secondary Education; *Social Studies
IDENTIFIERS- *Foreign Aid

Since the end of the Cold War, international relations has radically changed. The collapse of the Soviet Union took with it the East-West conflict that dominated world affairs for more than four decades. In its place, the North-South division has emerged as an important framework for reconceptualizing international relations. How the United States responds to the problems and challenges of the countries of the South will be a central question of U.S. foreign policy in the 21st century. This curriculum unit introduces students to the important issues on the U.S. policy agenda for the developing world. At the core of the unit is a framework of three distinct options for U.S. foreign aid policy. Within these options, students will evaluate the kinds of foreign aid, trade benefits, and other assistance the United States invests in other countries, including the prospects of exporting values such as democracy, free enterprise, and human rights. The student text summarizes critical issues of U.S. aid policy and examines four case studies that highlight some dilemmas and controversies of providing aid. The teacher resource book contains a day-by-day lesson plan (5- or 3-day) and student activities. (BT)

ED 459 139 SO 033 454

Oliker, Michael A., Ed.
Proceedings of the Midwest Philosophy of Education Society, 1999-2000.
PUB DATE- 01
NOTE- 606p.; For the 1997-1998 proceedings, see ED 440 004.
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Elementary Secondary Education; Fairy Tales; Higher Education; Multicultural Education; *Philosophy; Reader Response
IDENTIFIERS- Dewey (John); Moral Education; Philosophical Research; *Teaching Perspectives

This proceedings of the Midwest Philosophy of Education Society contain two presidential addresses: "Separating School and State: An Analytical Polemic" (D. G. Smith); and "'Whither Now, Alfonse?': Beyond the Polemic (A Response to Smith)" (J. M. Fennell). The Proceedings contains the following papers from hopes, desires, struggles, and instruction look and feel like from inside the lives of effective teachers and in their classrooms. Topics include the types of resources and experiences effective teachers use, how these resources and teachers' roles coalesce in professional development, the factors that help teachers acquire and sustain a positive journey toward effective teaching, and how it feels and what it is like to find one's place in the profession. The six papers are: (1) "Understanding the Ways Teachers Learn" (Penny Freppon); (2) "Reading Comprehension and Classroom Inquiry" (Penny Freppon, Ruth Hell, Karen Morrow-Durcia, and John Greenwell); (3) "The Writing Process" (Penny Freppon, Donna Ware, and Jack George); (4) "Writing in Math and Science" (Penny Freppon, Kris Gregory, and Phyllis Whitin); (5) "Building Community and Teaching with Respect" (Penny Freppon, JoAnn Archie, Andrew Allen, and John Greenwell); and (6) "Personal and Professional Development: A Lifelong Process" (Penny Freppon). An appendix contains samples from the teachers. (Chapters contain references.) (SM)

ED 459 157 SP 040 378

McLaughlin, Milbrey W.; Talbert, Joan E.
Professional Communities and the Work of High School Teaching.
SPONS. AGENCY- National Science Foundation, Arlington, VA.; DeWitt Wallace/Reader's Digest Fund, Pleasantville, NY.; Andrew W. Mellon Foundation, New York, NY.; Russell Sage Foundation, New York, NY.; Los Angeles Educational Partnership, CA.; William and Flora Hewlett Foundation, Palo Alto, CA.
PUB DATE- 01
NOTE- 192p.; Also sponsored by the Stuart and Johnston Foundations.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Context Effect; Educational Change; *Educational Environment; *School Culture; *Secondary Education; *Secondary School Teachers; Teacher Collaboration; Teacher Competencies; Teaching (Occupation); Teaching Skills
IDENTIFIERS- *Learning Communities

This book is about teachers' professional communities in U.S. high schools at the end of the 20th century and the significant differences in their response to the challenges of teaching. It describes how the work of teaching differed across three distinct types of communities found and high schools and subject departments studied in the early 1990s. It is based on 4 years of research in California and Michigan schools documenting teachers' work and perceptions of context through observations, interviews, and surveys. It argues that most contexts (schools, departments, and communities) significantly influence how well teachers perform in the classroom and how satisfied they are professionally. The findings show that departmental cultures play a crucial role in classroom settings and expectations. Six chapters focus on: (1) "Introduction: Contexts of High School Teaching"; (2) "High School Teachers' Classroom Practice"; (3) "Communities of Teaching Practice"; (4) "Communities and Teaching Careers"; (5) "Teacher Communities in Embedded System Contexts"; and (6) "High School Teaching in the Twenty-First Century." The three appendixes present a discussion on integrating theory and methods in research on teachers' work, the research sample, and teacher survey data. (Contains 147 references.) (SM)

ED 459 158 SP 040 381

assessment tools. Part 1, "Preparation for Mentor Training," includes (1) "From Master Teacher to Masterful Mentor," (2) "Assessing Your Coaching and Mentoring Aptitude," and (3) "Sizing up the Situation." Part 2, "Competency Training Modules," presents modules on eight competencies: "Understanding the Coaching and Mentoring Role"; "Promoting Collaborative Learning"; "Nurturing the Novice"; "Developing Your Performance-Coaching Skills"; "Modeling and Coaching Effective Teaching Standards"; "Modeling and Coaching Effective Classroom Management Standards"; "Displaying Sensitivity to Individual Differences among Learners"; and "Willingness To Assume a Redefined Professional Role." Each competency includes a competency statement and knowledge base highlights. Part 3, "Appendix," presents checklists and planning guides in such areas as observing expert teachers, field internship evaluation, mentor teacher preference, agenda for first-year teacher mentors, criteria for unit plan evaluation, lesson plan template, and daily reflection guide. Coaching and Mentoring Activities for each competency are appended. (Contains references.) (SM)

ED 459 177   SP 040 408

Pang, Valerie Ooka
Multicultural Education: A Caring-Centered, Reflective Approach.
PUB DATE- 01
NOTE- 284p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Environment; Consciousness Raising; *Cultural Awareness; Cultural Differences; Culturally Relevant Education; Curriculum Development; *Diversity (Student); Elementary Secondary Education; Higher Education; Minority Groups; *Multicultural Education; Preservice Teacher Education; *Racial Bias; Racial Discrimination; Reflective Teaching; Sex Bias; Student Attitudes; Teacher Attitudes
IDENTIFIERS- *Caring; Social Justice

This book for teachers presents stories and real-life examples that illustrate key concepts of culture, discrimination, and social justice and how they can affect diverse classrooms. It is written in a conversational style within a caring-centered framework, and it discusses culture's role in the learning process and in students' identity development. There are 11 chapters in 4 parts. Part 1, "Culture: A Powerful Force," includes (1) "Why Is Culture Important? The Power of Culture" and (2) "How Does Culture Impact Schooling?" Part 2, "Multicultural Education: Framework and Concepts," includes (3) "What Is Caring-Centered Multicultural Education?" and (4) "How Can We Teach the Whole Student? A Multicultural Model." Part 3, "Confronting Prejudice in Ourselves and Our Schools: Making Changes," includes (5) "What Are Our Hidden Hurdles?" (6) "How Does It Feel To Be Discriminated against?" (7) "Aren't Mary and Michael Too Young To Be Prejudiced?" and (8) "How Can I Look beneath the Surface for Prejudice in Schools?" Part 4, "Creating a Caring and Culturally Meaningful Classroom," includes (9) "What Is Culturally Relevant Teaching?" (10) "How Can I Make the Curriculum Culturally Meaningful?" and (11) "How Can I Remain Reflective in My Teaching?" A foreword, Prologue (Letter to the Reader), Preface, Epilogue (Letter to the Reader), list of Teacher Resources, Credits, and an Index are included. (SM)

Risks" (E. Barbara Klemm, Marie K. Iding, Thomas W. Speitel, and John S. Ige). Each article contains references. (SLD)

ED 459 197 TM 033 494

Alternative Schools Accountability Model: 2001-2002 Indicator Selection and Reporting Guide.
PUB DATE- 01
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accountability; Elementary Secondary Education; *Evaluation Methods; Models; *Nontraditional Education; Performance Factors; Program Evaluation; School Districts; School Size; Selection
IDENTIFIERS- *California; *Educational Indicators

California has developed an alternative accountability system for schools with fewer than 100 students, alternative schools of various kinds, community day schools, and other schools under the jurisdiction of a county board of education or a county superintendent of schools. This document is a guide to assist local administrators in completing the tasks required for all schools participating in the Alternative Schools Accountability Model (ASAM). School districts or county offices of education must select two performance indicators to evaluate, obtain approval from the local board of education, and notify the California Department of Education of the indicators they have chosen. They must collect data supporting these indicators for the school year, and they must send in their data collected between July 1, 2001 and June 30, 2001 to the state by July 30, 2002. The first section of this guide contains background information and a discussion of the guiding principles of the ASAM. The second section discusses ASAM participation and key concepts, and the third section outlines considerations for choosing ASAM indicators. Section 4 contains definitions and requirements, and section 5 contains the implementation timeline for schools participating in the ASAM. The sixth section contains indicator descriptions and sample report forms for 15 indicators. Section 7 provides some sources for additional information. Three appendixes list the types of schools participating in ASAM, the guiding principles for the development of the ASAM system, and the three alternative accountability models. (SLD)

ED 459 198 TM 033 495

Miller-Whitehead, Marie
Educational Equity in Alabama: What We Learned from Report Card 2000. Research Brief.
PUB DATE- 01
NOTE- 39p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (30th, Little Rock, AR, November 14-16, 2001).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Correlation; Elementary Secondary Education; *Equal Education; *Institutional Characteristics; Prediction; Public Schools; *Report Cards;

Islanders and Whites. Using this model, the odds of mathematics proficiency for females were no different from that of males. When other factors were included in the model, the probability of mathematics proficiency increased with advanced math course enrollment, grades, socioeconomic status, reading proficiency level, and homework. In addition, when other factors were controlled, males were more likely to achieve at the highest level of proficiency than females. A cumulative logit model was used to assess the effect of the explanatory variables on the cumulative probabilities for math proficiency. The results of this analysis reveal that attendance at private nonreligious schools, advanced math enrollment, and increased homework increase the odds of higher mathematics proficiency. Chi-squared tests of the association between mathematics proficiency and the covariates as well as correlation analyses among the covariates suggest that the absence of some variables from the prediction equations may be a results of multicolinearity among the explanatory variables. (Author/SLD)

ED 459 217 UD 034 308

Orfield, Gary
Schools More Separate: Consequences of a Decade of Resegregation.
PUB DATE- 01
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Black Students; *Diversity (Student); Educational Legislation; Educational Quality; Elementary Secondary Education; Enrollment Trends; *Equal Education; Hispanic American Students; Minority Group Children; Poverty; Public Opinion; *Racial Segregation; *School Resegregation; Suburban Schools; Tables (Data); Urban Schools
IDENTIFIERS- African Americans; Latinos; United States (South)

School segregation intensified through the 1990s, during which time three major Supreme Court decisions authorized a return to segregated neighborhood schools. Though the U.S. South is much more integrated now than before the civil rights revolution, it is moving backward. This report describes the background of school resegregation; public opinion and trends in school segregation; benefits of desegregation; costs of segregation; public opinion about desegregation; the effectiveness of strategies for equalizing separate education; the impacts of inferior education; and reasons for returning to segregation. Although student diversity has increased significantly, most children experience separate societies and schools. White children attend more segregated schools than any other racial group. Segregation follows Black and Hispanic families as they move from the city to suburbia. The high level of suburban segregation reported for Black and Hispanic students in this report suggests that a major set of challenges to the future of the minority middle class and to the integration of suburbia need to be addressed. Hispanic children have been more segregated than Blacks for a number of years, not only by race and ethnicity but also by poverty. There is also serious segregation developing by language. Segregated schools are highly unequal. Segregation by race relates to segregation by poverty and many forms of educational inequality for minority students. Americans believe their children benefit from integrated education, and segregation has not been an effective policy. Segregated schools have significantly higher dropout levels and poorer records of preparing students for higher

Students; Mathematics Achievement; Minority Group Children; *Poverty; *Racial Differences; Reading Achievement; Science Achievement; Special Needs Students; Tables (Data); Teacher Effectiveness; Teaching Skills; White Students

IDENTIFIERS- African Americans; Indiana; Latinos; National Assessment of Educational Progress

This report provides data on the academic achievement gap tha separates low-income and minority students from other students, examining how well different groups of students perform in Indiana and noting inequities in teacher quality, course offerings, and funding. Included are tables and data that provide: a frontier gap analysis (a comparison Indiana to the leaders in achievement and gap closing); student profile (the demographic distribution of youth in Indiana); state performance (academic achievement and educational attainment); opportunity (well prepared teachers, challenging curricula, special student placements, effective instruction, and annual per pupil investments); minority achievement gains, state by state; and analysis of minority-white achievement gaps by subject area and grade level. Indiana did not participate in the National Assessment of Educational Progress (NAEP) tests in 1998; achievement profiles are based on 1996 results. African American 8th graders in Indiana score more than 3 years behind white 8th graders in the state in math and science, while Hispanic 8th graders score about 2 years behind. Low-income 8th graders score more than 2 years behind non-poor 8th graders in the state in math and science. African American 4th gradersi in Indiana, however, did make more progress in math from 1992 to 1996 in Indiana than African American 4th graders in almost every other state. (Contains 24 references.) (SM)

ED 459 236 UD 034 488

State Summary of Iowa. Ed Watch Online.

SPONS. AGENCY- Carnegie Corp. of New York, NY.

PUB DATE- 01

NOTE- 27p.; Also supported by the Washington Mutual Foundation. For the other State Summaries, see UD 034 473-523. For the Summary of the Nation, see UD 034 472.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110)

DESCRIPTORS- *Academic Achievement; *Black Students; Curriculum; Educational Attainment; Educational Finance; Elementary Secondary Education; Equal Education; *Hispanic American Students; Mathematics Achievement; Minority Group Children; *Poverty; *Racial Differences; Reading Achievement; Science Achievement; Special Needs Students; Tables (Data); Teacher Effectiveness; Teaching Skills; White Students

IDENTIFIERS- African Americans; Iowa; Latinos; National Assessment of Educational Progress

This report provides data on the academic achievement gap that separates low-income and minority students from other students, examining how well different groups of students perform in Iowa and noting inequities in teacher quality, course offerings, and funding. Included are tables and data that provide: a frontier gap analysis (a comparison of Iowa to the leaders in achievement and gap closing); student profile (the demographic distribution of youth in Iowa); state performance (academic achievement and educational attainment); opportunity (well prepared teachers, challenging curricula, special student placements, effective instruction, and annual per pupil investments); minority achievement gains, state by state; and

4th graders in most other states. However, Hispanic 8th graders in New York score more than 4 years behind white 8th graders in the state in science, more than 3 years behind in math and writing, and more than 2 years behind in reading. African American 8th graders in New York score more than 4 years behind white 8th graders in the state in science, more than 3 years behind in math, and more than 2 years behind in reading and writing. (Contains 24 references.) (SM)

ED 459 254 UD 034 506

State Summary of North Carolina. Ed Watch Online.
SPONS. AGENCY- Carnegie Corp. of New York, NY.
PUB DATE- 01
NOTE- 27p.; Also supported by the Washington Mutual Foundation. For the other State Summaries, see UD 034 472-523. For the Summary of the Nation, see UD 034 472.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *Black Students; Curriculum; Educational Attainment; Educational Finance; Elementary Secondary Education; Equal Education; *Hispanic American Students; Mathematics Achievement; Minority Group Children; *Poverty; *Racial Differences; Reading Achievement; Science Achievement; Special Needs Students; Tables (Data); Teacher Effectiveness; Teaching Skills; White Students
IDENTIFIERS- African Americans; Latinos; National Assessment of Educational Progress; North Carolina

This report provides data on the academic achievement gap that separates low-income and minority students from other students, examining how well different groups of students perform in North Carolina and noting inequities in teacher quality, course offerings, and funding. Included are tables and data that provide: a frontier gap analysis (a comparison of North Carolina to the leaders in achievement and gap closing); student profile (the demographic distribution of youth in North Carolina); state performance (academic achievement and educational attainment); opportunity (well prepared teachers, challenging curricula, special student placements, effective instruction, and annual per pupil investments); minority achievement gains, state by state; and analysis of minority-white achievement gaps by subject area and grade level. African American 4th graders in North Carolina made more progress in math from 1992 to 1996 and in reading from 1992 to 1998 than African American 4th graders in almost every other state. African American 8th graders in North Carolina made more progress in math from 1990 to 1996 than African American 8th graders in almost every other state. However, African American 8th graders in North Carolina score about 3 years behind white 8th graders in the state in math and science and about 2 years behind in reading and writing. Hispanic 4th graders in North Carolina made more progress in reading from 1992 to 1998 than Hispanic 4th graders in almost every other state. Hispanic 8th graders in North Carolina made more progress in math from 1990 to 1996 than Hispanic 8th graders in almost every other state. However, Hispanic 8th graders in North Carolina score about 3 years behind white 8th graders in the state in science and reading and more than 2 years behind in math and writing. (Contains 24 references.) (SM)

ED 459 255 UD 034 507

Discrimination
IDENTIFIERS- Europe (East Central); Gypsies; *Roma

This newsletter examines problems and rights of Romani children in East Central Europe, focusing on such topics as: the displaced childhoods of Romani children; snapshots of living conditions in various European countries; Roma child rights; Romani and non-Romani schools in Bulgaria; Romani children's rights to education in Central and Eastern Europe and in France; institutionalizing Romani children in Italy; testimony from a Romani mother in Hungary who had her children removed from her; human rights education (the United Nations 2001 special session on children); advocacy (the United Nations Race Discrimination Committee's thematic discussion on the Roma); attacks against Kosovo's Romani minorities; testing to prove racial discrimination in Hungary; grants and donors supporting human rights work; one Central European family's experiences; Romani language publications; guidelines for European Roma Rights Center grants; grants awarded; a chronicle of efforts to campaign for Roma rights; and conferences and meetings. (SM)

ED 459 273 UD 034 539

Cahn, Claude; Chirico, David
A Special Remedy: Roma and Schools for the Mentally Handicapped in the Czech Republic. Country Reports Series.
PUB DATE- 99
NOTE- 139p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Civil Rights; *Educational Discrimination; Elementary Secondary Education; Equal Education; Foreign Countries; Mental Retardation; *Minority Group Children; *Remedial Programs; *Special Education
IDENTIFIERS- *Czech Republic; Gypsies; *Roma

This report examines the over-representation of Romani children in special schools for the mentally handicapped in the Czech Republic, reviewing the history of Roma in the Czech Republic, detailing problems in educating Romani children (who are segregated from non-Romani children), and discussing the inferior quality of remedial education. The report highlights abuses that occur when enrolling Romani children in special schools; how racial abuse in the regular school system traumatizes Romani children; and the impossibility of transferring to regular schools from remedial schools once students are enrolled. The report looks at other aspects affecting the human rights of Roma in the Czech Republic as they pertain to education, particularly the effect of the 1992 Act on Citizenship on the educational rights of Roma, the failure of the government to provide education for Roma, and the link between discrimination and abuse in the education system and the ability of Roma to claim other rights in the Czech Republic. The report offers a series of recommendations to the Czech government (e.g., plan and implement reforms to end ethnically segregated education and sanctioned abuse and racial harassment in the schools, particularly among teachers and administrators). (Contains 76 bibliographic references.) (SM)

ED 459 274 UD 034 572

Cahn, Claude; Carlisle, Kathryn D.; Fregoli, Claudia; Kiuranov, Deyan; Petrova, Dimitrina

PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Blacks; Hispanic Americans; *Housing Discrimination; *Racial Discrimination; Racial Relations; *Racial Segregation; *Residential Patterns; Socioeconomic Influences; Urban Areas
IDENTIFIERS- African Americans; Fair Housing Laws; Latinos; *Massachusetts (Boston)

This report shows that 30 years after the enactment of the federal fair housing law and despite favorable circumstances, housing markets in the Boston metropolitan area remain strongly segregated. The report is based on Home Mortgage Disclosure Act (HMDA) data and census data. The HMDA data provide information about the race, ethnicity, income, and census tract location of nearly all home purchases involving a mortgage loan nationwide. The report covers the Boston Primary Metropolitan Statistical Area and uses data from the years 1993-98. Data analysis indicates that African American and Hispanic homebuyers are making inroads into the housing markets of towns and cities surrounding Boston, but these buyers are concentrated in a limited number of communities and segregated from European American buyers. The report notes the virtual absence of African American and Latino residents in many of the communities where real estate values are increasing most rapidly, illustrating how minority households remain largely isolated from many of the fastest growing job markets. People of different incomes are buying in different communities outside of Boston. The report draws links between this segregation and poorer schools with fewer resources to offer the minority children who attend them. (Contains 22 tables.) (SM)

ED 459 293 UD 034 592

Gandal, Matthew; Rothman, Robert; Vranek, Jennifer; Weedon, Jason
National Education Summit, 2001 Briefing Book.
PUB DATE- 01
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Academic Standards; *Accountability; Computer Uses in Education; Data Interpretation; *Educational Quality; Educational Technology; Elementary Secondary Education; Public Opinion; Public Schools; Student Evaluation; Teacher Competencies; Teaching Methods; Teaching Skills; Tests

This document highlights the National Education 2001 Summit (held in Palisades, Ne York, October 9-10, 2001) in which government, business, and education leaders considered ways to raise standards and achievement in U.S. schools, offering state teaching, testing, and accountability activities, data on progress since 1966, and public supports for such efforts. Section 1, "Progress Report," explains that 49 states have set student standards, tests are more challenging than ever before, and there are positive trends in academic achievement, though achievement gaps still exist between minority and majority students. Few states have implemented complete accountability systems. Section 2, "Public Support," explains that the public wants standards to be raised and believes that students should have to pass statewide tests to graduate from high school. This conflicts with common portrayals of a growing backlash against standards, testing, and accountability. Section 3, "Teaching and Learning: Closing the Achievement Gap," discusses evidence in the 1982 study. Responses were compared to those from 1982 using the chi-square test of independence to determine if views toward accreditation have changed significantly. Despite the changes in accreditation (such as agencies emphasizing assessment over minimum standards) and the changes in the tribal colleges since 1982, tribal college administrator, faculty, and board member perceptions and attitudes toward accreditation remain largely unchanged. Significant differences in this study were found for response patterns by ethnicity and school type (defined by the highest degree offered), but not among the different groups. Findings suggest that tribal college officials are generally satisfied with accreditation and believe in its importance and its functions. Seven appendixes contain the questionnaires for the 1982 and current studies, with supporting cover letters and followup materials. (Contains 5 figures, 43 tables, and 71 references.) (SLD)

ED 458 867 HE 034 684

Guia para estudiantes: Ayuda economica, 2002-2003 (The Student Guide: Financial Aid, 2002-2003).
PUB DATE- 01
NOTE- 45p.; For the previous year's guide, see ED 446 703. For the English version, see HE 034 507.
LANGUAGE- Spanish
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Federal Aid; Grants; Higher Education; Loan Repayment; *Paying for College; *Student Financial Aid; Student Loan Programs; Work Study Programs
IDENTIFIERS- Federal Direct PLUS Loan Program; Pell Grant Program; Perkins Loan Program; Stafford Student Loan Program; Supplemental Educational Opportunity Grants

This Spanish-language publication explains what federal student financial aid is and what types of student aid are available. The introductory section, "Student Aid at a Glance," presents information about what student aid is, who gets it, and how to get it. The second section discusses "Finding out about Student Aid." The next section provides general information about student aid, including eligibility, need, applying, and other details. The fourth section describes the types of student aid available, and the final section outlines student rights and responsibilities. A glossary of "Important Terms" is included. (SLD)

ED 458 868 IR 021 012

Wagner, Gulten S.
Virtual Reference Services--Down-Under: A Cautionary Tale.
PUB DATE- 01
NOTE- 15p.; "Revised Version--September 18, 2001."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Libraries; Access to Information; *Computer Mediated Communication; *Electronic Mail; Foreign Countries; Higher Education; Information Services; *Library Services; *Reference Services; World Wide Web
IDENTIFIERS- Australia

Digital reference services at university libraries in Australia and New Zealand are a recent phenomena dating back to the late

Scholarly Use.
PUB DATE- 01
NOTE- 125p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Access to Information; Audiovisual Aids; Higher Education; Information Technology; *Library Materials; *Library Services; *Preservation; Printed Materials; Research Libraries
IDENTIFIERS- *Artifacts; Digital Data; Digitizing

This report discusses the ways in which artifacts and their physical frailties affect their research value--originality, faithfulness, fixity, and stability--over time and how libraries can minimize the risk of unacceptable loss of that value. It investigates the specific issues around selected media, such as paper-based printed matter, moving image and recorded sound materials, and objects that exist in digital form, and points to two key strategies currently in use in libraries that can be scaled up to deal with a problem of this magnitude. The first strategy is preventive maintenance, which most often entails storing items under optimal conditions to retard rates of natural decay. Prevention also includes such techniques as deacidifying items printed on wood-pulp paper, stabilizing bindings and encasing fragile items, and improving care and handling techniques for all library materials. The second strategy is the use of surrogates to reduce the stress of handling. For research purposes, digital surrogates in particular were found to be quite acceptable and were even preferable to the originals in a number of cases. Surrogates, especially when networked, have the added benefit of increasing access to an item and of providing convenience of access to items housed at distant or disparate locations. (Contains 68 references.) (MES)

ED 458 888 IR 058 390

McCook, Kathleen de la Pena; Barber, Peggy
Chronology of Milestones for Libraries and Adult Lifelong Learning and Literacy.
PUB DATE- 02
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060),Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Education; *Adult Learning; Library Associations; *Library Role; *Library Services; *Lifelong Learning; *Literacy; Literacy Education; Public Libraries
IDENTIFIERS- *American Library Association; Association Role; Chronology

This chronology highlights milestones for libraries and adult lifelong learning and literacy from 1924-2001, including the following events: William S. Learned's "The American Public Library and the Diffusion of Knowledge" is published (1924); establishment of the ALA (American Library Association) Adult Education Section (1946); the "Great Issues" program adult discussion group launched at ALA (1948); funding of the America Heritage Project (1951); funding of the ALA Office of Adult Education (1952); the ALA Adult Services Division (ASD) established (1957); the Adult Education Act (1966); adoption of the "Library Rights of Adults" (1970); merger of ASD and RSD (Reference Services Division) (1972); White House Conference on Library and Information Services (1979); founding of the National Coalition for Literacy (1981); Adult Services in the retention services; (9) student affairs (including the bookstore and athletics, among others); and (10) student services (including academic counseling and career center, among others. Highlights include: (1) 46 student-success workshops were offered to first-time probation students; (2) the Disabled Students Program provided services for 1,699 students; (3) approximately $11 million in state and federal aid was disbursed to over 7,800 students; (4) the Health Center implemented an electronic medical records system and plans to implement a Saturday Health Center Program; (5) students now have automatic access to the library's licensed electronic databases, and a 24/7 self-help reference question database is being developed; (6) the Office of Retention Services completed its first year, and the college's overall retention rate increased 1.2%, while the new student retention rate increased 4.7%; and (7) the Scholarship Program awarded a total of $285,172 in scholarships, grants, and other awards. (NB)

ED 458 908 JC 020 020

Sandoz, Sylvia J.
Lane Community College Student Follow-Up Study, Spring 2001. 1999-2000 Students: One Year Later.
PUB DATE- 01
NOTE- 98p.; Produced by Lane Community College's Institutional Research, Assessment and Planning Department.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Associate Degrees; College Graduates; College Transfer Students; *Community Colleges; *Followup Studies; *Graduate Surveys; *Outcomes of Education; Student Attitudes; *Student Behavior; Transfer Rates (College); Two Year College Students; Two Year Colleges
IDENTIFIERS- *Lane Community College OR

This 2001 follow-up study conducted in the spring of 2001 and reported in the fall of 2001,targeted 2 groups of former Lane Community College (LCC) (Oregon) students. Surveys were mailed to all 1990-2000 graduates (students who earned a degree or certificate). The second group contacted were students who had achieved no formal award (NFA). These were students who earned 60 or more units toward a degree, earned 12 or more credits during at least 1 term, did not earn a degree or certificate, and did not return to LCC for fall term 2000. The data were analyzed according to respondents' completion status--graduate or NFA--and major grouping--a professional technical (PT) major or lower-division collegiate (LDC) transfer major. A total of 1,604 students were contacted for the study. The overall response rate of 39% was fairly typical of recent surveys. Results include: (1) overall, 55% of the respondents were in the 18-to-29 age group; (2) 45% of females responded to the survey, while 32% of males responded; (3) 85% of graduates indicated they had accomplished their educational goals; (4) 43% of NFA respondents indicated they left Lane because they transferred or moved out of the area; and (5) 52% of LDC respondents who did not obtain a degree or certificate indicated they left Lane because they transferred. The Transfer Student Survey and the Professional Technical Student Survey Instruments are appended. (Contains 41 tables.) (NB)

ED 458 909 JC 020 021

PUB DATE- 00
NOTE- 33p.; Prepared by the Instructional Resources and Technology Unit.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; *Community Colleges; *Educational Technology; Financial Support; Internet; Organizational Objectives; Strategic Planning; *Technology Integration; *Technology Planning; Two Year Colleges
IDENTIFIERS- *California Community Colleges; *Digital Divide

This strategic plan provides a broad template of strategies for improving and strengthening technology throughout the California Community College system. Challenges facing California community colleges today include an increased enrollment demand; the explosive use of the Internet and computers as a required occupational and citizenship skill; the digital divide; an increased demand for the integration of technology in teaching; the sustainability of technology infrastructure; the need for adequate levels of intra-campus and inter-campus connectivity; and the need to provide accessibility for persons with disabilities. This plan focuses on two major goals: (1) promoting student access to community colleges, instruction, and student support services; and (2) promoting students' success in their educational and career goals. The colleges will use technology to enable students and communities to be successful in a knowledge-based society by providing universal access to quality learning. Current investment in technology is insufficient to meet these goals. The colleges require a substantial infusion of funds to meet the growing technological needs of students, faculty, and staff. This plan would provide additional resources into the system's base each year for 5 years. The funding of this plan would involve a collaborative effort of the state and the private sector. (KP)

ED 458 929 JC 020 056

Mission College Educational and Facilities Master Plan.
PUB DATE- 01
NOTE- 573p.
LANGUAGE- English
EDRS Price- MF02/PC23 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; *College Role; Community Colleges; *Educational Facilities Planning; *Educational Planning; Educational Technology; *Institutional Mission; Organizational Objectives; Strategic Planning; Student Centered Curriculum; Two Year Colleges
IDENTIFIERS- *Mission College CA

This document details Mission College's 2001 master plan for education and facilities. The plan makes several recommendations. (1) It is imperative to stay on the "cutting edge" in high-demand fields; (2) With a changing student population (45% ESL and 85% first-generation college students), it is also important to provide a strong, basic educational foundation in the liberal arts. Curriculum and scheduling modifications are planned to ensure continued quality instruction and services for all students. Non-occupational, general education, and transfer courses should be grouped into associate's degree majors to better enable students to complete a degree and prepare for transfer to a four-year institution.

ED 458 946 PS 029 898

Meier, Daniel R.

Scribble Scrabble--Learning To Read and Write: Success with Diverse Teachers, Children, and Families.

SPONS. AGENCY- Spencer Foundation, Chicago, IL.

PUB DATE- 00

NOTE- 168p.; Also supported by the Research and Creative Scholarship and the Presidential Award for Professional Development of Probationary Faculty programs, San Francisco State University.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Cultural Differences; Cultural Pluralism; *Culturally Relevant Education; *Developmentally Appropriate Practices; Early Childhood Education; Emergent Literacy; Parent Attitudes; Parent Teacher Cooperation; Preschool Children; *Reading Instruction; Teacher Researchers; Teacher Student Relationship; *Writing Instruction

IDENTIFIERS- Anecdotes

Drawing on current research and one teacher's teaching experience, this book offers a discussion of ways to unite developmentally appropriate and culturally responsive literacy practices. The book presents detailed portraits of children learning to make sense of literacy during the early childhood years. Included are conversations with children, parents, and teachers about how they view literacy. The conversations highlight the important role that these beliefs and values play in literacy learning. The book describes moments of literacy teaching and learning that reveal important intersections among development, literacy, and diversity. Part 1 of the book provides background on the teacher's role as a teacher researcher and relevant theoretical and pedagogical frameworks for developmentally appropriate and culturally responsive literacy practices. Part 2 describes how the children were taught and how the children's artwork, writing, and comments connect development and diversity in their literacy learning. Anecdotes and scenes illustrate the significant characteristics and themes of the children's literacy resources and interests. Part 3 describes and discusses the widening circles of literacy teaching and learning, including ways to strengthen existing school literacy practices by including the voices and perspectives of families in their children's education and reflections on the search for common ground between developmentally appropriate practice and culturally responsive teaching. (Contains 86 references.) (KB)

ED 458 947 PS 029 899

Tobin, Joseph

"Good Guys Don't Wear Hats": Children's Talk about the Media.

PUB DATE- 00

NOTE- 176p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010),Reports - Research/Technical (143)

DESCRIPTORS- Aggression; *Childhood Attitudes; *Children; Colonialism; Elementary School Students; *Ethnic Groups; Ethnography; Family (Sociological Unit); Focus Groups; Gender influence operate, describes the operating processes in common to the different influences, and shows how these processes meet the criteria for a full-fledged system. Chapter 1 illustrates the range of individual human behavioral-developmental variability and how the range observed is incompatible with explanatory models based on the operation of a single isolated developmental influence. Chapters 2 through 7 focus on influences on individual human behavioral-developmental variability and document how each influence, although necessary, is not sufficient when considered in isolation. Influence domains discussed are: evolutionary and ecological; genetic, neural, and hormonal; biomedical and nutritional; specific individual characteristics; proximal environment; and the distal environment. Chapter 8 focuses on various functional and structural linkages among developmental influences from various domains. Chapter 9 deals with the operation of these influences over time and how such influences tend to be specific rather than general in their impact. Chapter 10 documents how the operation of multiple developmental influences and midlevel processes meet the criteria for a system and how principles derived from dynamic and general systems theories form an additional level of influences on individual behavioral-developmental variability. It is proposed that individuals begin to operate in a manner akin to a general system. Chapter 11 shows how principles derived from the impact of multiple developmental influences and midlevel and systems processes can be applied to assessment of and intervention with children at risk for developmental problems. (Contains 1,161 references.) (KB)

ED 458 965 PS 029 925

The State of Washington's Children, Fall 2001. Ninth Annual Report .

SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Washington State Dept. of Social and Health Services, Seattle. Div. of Alcohol and Substance Abuse.; Washington Office of the State Superintendent of Public Instruction, Olympia.; Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.
PUB DATE- 01
NOTE- 70p.; For Eighth Annual Report, see ED 452 986.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Adolescents; Birth Weight; Births to Single Women; Child Abuse; *Child Health; Child Neglect; Child Welfare; *Children; Delinquency; Demography; Dropout Rate; Early Parenthood; Economic Status; Elementary Secondary Education; Foster Care; Guns; Infants; Mortality Rate; One Parent Family; *Social Indicators; *State Surveys; Statistical Surveys; Substance Abuse; Tables (Data); Trend Analysis; Unemployment; *Well Being
IDENTIFIERS- *Indicators; Out of Home Care; Vaccination; *Washington

This Kids Count report is the ninth to examine annually statewide trends in the well-being of Washington's children. The statistical portrait is based on indicators of child well-being in five areas: (1) family and community, including teen birth rate, teen pregnancy rate, divorces involving children, and births to unmarried mothers; (2) economic well-being, including average real wages, per capita income, and annual childcare cost; (3) health, including low birth weight rate, percentage over 40 hours of professional development. The learning modules are: (1) "Welcome and Purpose of Training"; (2) "Get Acquainted with 'Innovations: The Comprehensive Infant Curriculum'"; (3) "Personal Goals for Training in Teacher's Guide"; (4) "Developmental Tasks"; (5) "Innovations in Observation/Assessment"; (6) "Innovations in Child Development"; (7) "Innovations in Interactive Experiences"; (8) "Innovations in Teaching"; (9) "Innovations in Parent Partnerships"; (10) "Innovations in Environments"; (11) "Activities and Experiences"; (12) "Webbing"; (13) "Planning Pages"; (14) "Possibilities"; (15) "Dramatic Possibilities"; (16) "Sensory and Art Possibilities"; (17) "Curiosity Possibilities"; (18) "Literacy Possibilities"; (19) "Music Possibilities"; (20) "Movement Possibilities"; (21) "Outdoor Possibilities"; (22) "Project Possibilities"; (23) "Parent Participation Possibilities"; (24) "Concepts Learned"; (25) "Resources"; (26) "Prop Boxes"; (27) "Picture File/Vocabulary"; (28) "Books"; (29) "Rhymes/Fingerplays"; (30) "Music/Songs"; (31) "Toys and Materials (Gathered and Bought); (32) "Using Anecdotal Observations"; (33) "Putting It All Together To Plan for Teaching"; (34) "How To Use Forms To Document Children's Learning, Events, and Interactions"; (35) "Conferencing with Parents"; (36) "How To Use Parent Postcards To Support Families"; (37) "How To Continue Professional Development"; and (38) "Completion of Training." The guide's appendix includes a self-evaluation checklist, the child observation/assessment form, and additional forms. (KB)

ED 458 982   PS 029 945

Miller, Linda G.; Albrecht, Kay
Innovations: The Comprehensive Toddler Curriculum. A Self-Directed Teacher's Guide.
PUB DATE- 01
NOTE- 133p.; For related Innovations documents, see PS 029 942-944.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Caregiver Child Relationship; *Child Caregivers; Curriculum; *Day Care; *Independent Study; Learning Modules; *Preschool Curriculum; Preschool Education; *Professional Development; *Toddlers

This self-directed teacher's guide accompanies "Innovations," a comprehensive, interactive curriculum for toddlers from 18 to 36 months. The "Innovations" program is based on the view that curricula for young children should involve thinking and planning for everything that can contribute to child development as well as the teacher's relationship with the child and family. The 38 learning modules are designed to be used by an individual teacher with the support of a mentor or supervisor and provide over 40 hours of professional development. The learning modules are: (1) "Welcome and Purpose of Training"; (2) "Get Acquainted with 'Innovations: The Comprehensive Toddler Curriculum'"; (3) "Personal Goals for Training in Teacher's Guide"; (4) "Developmental Tasks"; (5) "Innovations in Observation/Assessment"; (6) "Innovations in Child Development"; (7) "Innovations in Interactive Experiences"; (8) "Innovations in Teaching"; (9) "Innovations in Parent Partnerships"; (10) "Innovations in Environments"; (11) "Activities and Experiences"; (12) "Webbing"; (13)

with direct support from special educators. This digest discusses the rationale for inclusion in middle schools, explores recent research on inclusion, and discusses barriers to implementation. The digest notes that the rationale for inclusion has never rested on research findings, but on principle. Proponents insist that the integration of students with disabilities is inherently right, compared often to the same right to racial integration. Both opponents and proponents of inclusion can find scattered research to support their respective views, although current research is inconclusive. Opponents point to research showing negative effects of inclusion, often citing low self-esteem of students with disabilities in the general education setting and poor academic grades. Proponents point to research that shows positive results for both special and general education students, including academic and social benefits. The digest concludes with a discussion of the barriers to inclusion, which generally fall into three categories: organizational, attitudinal, and knowledge barriers. (LPP)

ED 459 001 PS 029 971

Olmsted, Patricia P., Ed.; Montie, Jeanne, Ed.
Early Childhood Settings in 15 Countries: What Are Their Structural Characteristics? The IEA Preprimary Project, Phase 2.
SPONS. AGENCY- ARCO Foundation, Los Angeles, CA.; Phil Hardin Foundation, Meridian, MS.; Prudential Foundation, Newark, NJ.; Kellogg Foundation, Battle Creek, MI.; World Bank, Washington, DC.; Pew Charitable Trusts, Philadelphia, PA.; Ahmanson Foundation, Beverly Hills, CA.
PUB DATE- 01
NOTE- 408p.; Edited with Jill Claxton and Sherri Oden. Also supported by First Interstate Bank of California Foundation. For first IEA Preprimary Project, Phase 2 monograph, see ED 433 123.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Child Caregivers; *Day Care; Day Care Centers; *Educational Environment; *Family Day Care; Foreign Countries; *Preschool Education; *Program Descriptions; Program Evaluation
IDENTIFIERS- *IEA Preprimary Project

This is the second of four monographs reporting the findings of Phase 2 of the International Association for the Evaluation of Educational Achievement (IEA) Preprimary Project, which presents data on the physical characteristics of children's early childhood settings. Early childhood settings were documented in the following 15 countries: (1) Belgium; (2) China; (3) Finland; (4) Greece; (5) Hong Kong; (6) Indonesia; (7) Ireland; (8) Italy; (9) Nigeria; (10) Poland; (11) Romania; (12) Slovenia; (13) Spain; (14) Thailand; and (15) United States. The monograph is divided into five sections. Section 1 provides a general introduction to the IEA/PPP's philosophy as well as information from the research literature about structural characteristics. Section 2 presents brief description profiles of early childhood care and education for each of the 15 countries focusing primarily on the status of settings serving 4-year-olds. Section 3 describes the study's methodology, including additional information about the instruments, sampling, and data collection for Phase 2, as well as a description of each country's sampling plan and data collection procedures. Section 4, chapters 5-10, reports the findings from the Provider Survey administered to the settings

NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Advisory Committees; *Community Involvement; Educational Policy; Foreign Countries; *Parent Participation; *Participative Decision Making; *Politics of Education; Rural Schools; School Based Management; School Community Relationship; School Surveys; *Small Schools
IDENTIFIERS- Australia (New South Wales); *Policy Effectiveness; *School Councils

The aim of school councils in New South Wales (Australia) is to ensure that the whole community is involved in all important decisions made by the school. The impetus for school councils began in 1990, and in 1995 the Department of School Education placed their formation on its priority agenda in response to their slow rate of establishment. Two possible scenarios for their functioning have been suggested. In the compliance orientation, school councils are regarded as a political policy fad and their creation is seen as an end in itself. In the capacity-building orientation, school councils become the means for creating a stronger partnership between parents, teachers, and the community to improve the quality of education. A study examined 96 school council members' perceptions of the functioning of school councils in 18 small, rural schools in the Riverina region of New South Wales. Council members expressed displeasure over councils being taken over by outside special interest groups. Respondents were interested in developing many policies but were less certain they should be involved in curriculum development. Most council members saw their advisory roles as being involved with school administration and distributing decision-making power among the community. Members criticized cutbacks in funding to education. In many schools the compliance orientation seemed to be the modus operandi, but some promising signs were expressed by individual members who were working toward the capacity-building orientation. (TD)

ED 459 020 RC 023 223

Mattson, Linda; Caffrey, Lee
Barriers to Equal Education for Aboriginal Learners: A Review of the Literature. A BC Human Rights Commission Report.
PUB DATE- 01
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *American Indian Education; *Canada Natives; Culturally Relevant Education; Disadvantaged Youth; *Educational Environment; *Educational Needs; Elementary Secondary Education; *Equal Education; Foreign Countries; Indigenous Personnel; Participative Decision Making; Politics of Education; Power Structure; Racial Discrimination; Special Education; Tribally Controlled Education
IDENTIFIERS- *British Columbia; *Institutional Discrimination; Social Justice

Education is a fundamental right of all people but, for the Canadian Aboriginal community it is particularly critical for overcoming historical disadvantages. This document reports on a review of barriers to equal education for Aboriginal people. Key barriers to educational equity include issues of control, keepers of knowledge (teachers versus community), the role of curriculum in reproducing social and cultural inequalities,

ED 459 037 RC 023 246

Lee, Jaekyung
Interstate Variations in Rural Student Achievement and Schooling Conditions. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Achievement; *Educational Environment; Educational Trends; Elementary Secondary Education; Mathematics Achievement; Poverty; *Rural Education; Rural Schools; Rural Urban Differences; School Size; Small Schools; Socioeconomic Influences; Student School Relationship
IDENTIFIERS- ERIC Digests

This digest reviews research on the status of rural student achievement and schooling conditions and describes variations across the nation and the states. Between 1992 and 1996, rural students began to outperform nonrural students on the 8th-grade mathematics assessment of the National Assessment of Educational Progress. Despite this aggregate national trend, the states varied substantially in rural students' mathematics achievement and in the achievement gap between rural and nonrural students. An examination of rural schooling conditions that affect student achievement indicates that rural schools, most of which are small, harbor inherent advantages and disadvantages. However, overly generalized conclusions about rural schooling conditions may obscure large variations among and within states. Interstate variations in the rural-nonrural achievement gap are closely related to interstate variations in key schooling conditions, such as instructional resources and professional training. Research in seven states on the effects of district or school size and poverty found that the effects of size on excellence (level of average achievement) varied greatly across states, while the effects of size on equity (the relationship between achievement and socioeconomic status) was highly consistent across states. A lack of consensus about what works for improving rural education is complicated by the variance in rural schooling conditions and in definitions of "rural." (Contains 14 references.) (SV)

ED 459 038 RC 023 247

Nevarez, Carlos
Mexican Americans and Other Latinos in Postsecondary Education: Institutional Influences. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Access to Information; *College Attendance; *College Environment; *College Preparation; College Students; Educational Attainment; High Schools; Higher Education; *Hispanic American Students; *Mexican American Education;

PUB DATE- 01
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Cooperation; Elementary Secondary Education; Environmental Education; Experiential Learning; *Field Instruction; *Integrated Curriculum; Outdoor Education; Relevance (Education); *Rural Schools; *School Community Relationship; Service Learning
IDENTIFIERS- Arizona; Kansas; Nebraska; *Place Based Education; *Prairies; Sense of Place

America's prairie land is under economic and ecological stress. Acting on the belief that rural schools can help revitalize their communities when schools' activities are related to the places where they are located, schools in Arizona, Kansas, and Nebraska are integrating prairie studies across the K-12 curricula. With the help of area organizations and volunteers, they use the prairie environment for fieldwork, research, service projects, and entrepreneurial activities. Seligman (Arizona) high school students are working with naturalists from Arizona Game and Fish to reintroduce the rare black-footed ferret to the area. This involves monitoring and researching prairie dogs (their prey) and the species on which they depend. Students are also doing community beautification work and writing a history of Seligman. In the Flint Hills (Kansas), workshops familiarize teachers with place-based educational techniques. One workshop alumna instituted a project in which seniors and third graders jointly studied the area's tallgrass prairie ecosystem and cultural traditions. Another has involved his entire high school in research into local water issues. Through creating a community park, a local primary school studied ecology, community history, and folklore. Boone County (Nebraska) students learn and practice environmental stewardship by helping to transform a local nature preserve from ranch land to its pre-agricultural landscape and by monitoring local water supplies. When students participate in the civic life of the community and initiate projects that benefit their families and neighbors, they become more motivated. Adults stop seeing them as problems and start vesting hope in them for the future. (TD)

ED 459 056 RC 023 276

Shaughnessy, Lana; Branum, Cheryl; Everett-Jones, Sherry
Youth Risk Behavior Survey of High School Students Attending Bureau Funded Schools, 2001.
PUB DATE- 01
NOTE- 84p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Adolescent Behavior; Adolescents; American Indians; Drinking; Drug Use; Females; *High School Students; High Schools; Injuries; Males; Physical Activity Level; *Self Injurious Behavior; *Sex Differences; Sexuality; Student Surveys; Suicide; Tobacco; Violence
IDENTIFIERS- *American Indian Students; Bureau of Indian Affairs Schools; *Risk Taking Behavior; Weight Loss

In spring 2001, 5,654 American Indian high school students attending schools funded by the Bureau of Indian Affairs (BIA) completed the Youth Risk Behavior Survey. The survey examined experimental group, which was exposed to CCTs, and the other class was determined to be the control group, which was exposed to traditionally designed instruction. The results of ANCOVA indicated that students experiencing CCTs had better understanding of electrochemical cell concepts than students experiencing traditional instruction when their science process skills and prior electrochemical cell concepts understanding were statistically controlled. In the light of the findings of this study, it is suggested that CCTs can be used as a supplement to classroom instruction to promote students' understanding science concepts that are more in line with the scientific community. (Contains 36 references.) (Author/YDS)

ED 459 077 SE 065 460

Cakir, Ozlem S.; Yuruk, Nejla; Geban, Omer
Effectiveness of Conceptual Change Text Oriented Instruction on Students' Understanding of Cellular Respiration Concepts.
PUB DATE- 01
NOTE- 49p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (St. Louis, MO, March 25-28, 2001).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Biology; Cognitive Processes; *Concept Formation; High Schools; Misconceptions; Science Education; Teaching Methods
IDENTIFIERS- *Conceptual Change; Respiration

The purpose of the study is to compare the effectiveness of conceptual change text oriented instruction and traditional instruction on students' understanding of cellular respiration concepts and their attitudes toward biology as a school subject. The sample of this study consisted of 84 eleventh-grade students from the 4 classes of a high school. Two of the classes were randomly assigned to the control group in which students were instructed by traditionally designed biology instruction and the other two classes were randomly assigned to experimental group in which conceptual change texts oriented instruction was implemented. Analysis of the data indicated that students exposed to conceptual change texts oriented instruction had better understanding of cellular respiration concepts than those exposed to traditional instruction. On the other hand, both experimental and group students had similar attitudes toward biology as a school subject. (Contains 47 references.) (Author/YDS)

ED 459 078 SE 065 503

Garza, Javier; Havlak, Karl; Riggs, Elisabeth; White, Peter
Development of a Computer-Based College Algebra Course.
PUB DATE- 00
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Algebra; *Computer Uses in Education; *Distance Education; Higher Education; Mathematics Education; Secondary Education; *Teacher Certification

Currently, in Texas public schools, there is a shortage of teachers holding secondary mathematics teaching certification. Many teachers have limited access to professional development opportunities due to occupational commitments, geographic

LANGUAGE- English
EDRS Price- MF02/PC21 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Abstracts; *Applied Music; Classroom Techniques; Elementary Secondary Education; Higher Education; *Music Activities; *Music Education; Music Teachers
IDENTIFIERS- Missouri

This journal is devoted to the needs and interests of the school and college music teachers of Missouri and the United States. Articles in Number 26 are: "The Effect of Instrument Type, Stimulus Timbre, and Stimulus Octave Placement on Tuning Accuracy" (Jane W. Cassidy); "The Relationship of Music Opportunity at the Common School Level and Subsequent Musical Activity of Persons Sixty-Five to Eighty-Five Years of Age" (June Thomsen Jetter); "Adjudication by Non-Musicians: A Comparison of Professional and Amateur Performances" (James L. Byo; Linda J. Crone); "An Investigation into the Efficacy of Using an Objectively Constructed Rating Scale for the Evaluation of University-Level Single-Reed Juries" (Margin J. Bergee); and "Assessment of Select Instrumental Music Teachers' Knowledge of the Tuba" (Charles A. McAdams). Articles in Number 27 are: "A Comparison of the Effectiveness of Supervised Computer-Administered Module Quizzes in College Music Appreciation Classes" (Ernest R. Woodruff; Phillip Heeler); "A Preliminary Investigation of the Suitability of Selected Rating Scales Used To Measure Student Music Performance Skills" (T. Clark Saunders); "Elementary School Music Teachers' Comparative Use of Classroom Time: Teachers Who Are and Are Not Orff-Schulwerk Certified" (Harry E. Price); "Carlos Chavez's Curriculum for Teaching Orchestral Conducting" (Lewis B. Hilton); "Iniciacion al la Direcion de Orquestra (Preparation of the Orchestral Director)" (written by Carlos Chavez, translated by Lewis B. Hilton); and "An Investigation of the Professional Background Role, Duties and Leadership Skills of Chairs of Music Education Programs in Higher Education" (Joseph David Shirk). Articles in Number 28 are: "The Effect of Vocal Models, Curriculum, and Grade Level on the Pitch Matching Accuracy of Adolescent Male Singers in Various Stages of Vocal Development" (Judy K. Bowers); "From Rote to Note: Using a Three Step Approach in Teaching Rhythm" (Joy Agre); "Luther Spayde, Organist, Educator and Administrator: A Study and Analysis of His Career Influence and Contribution to the Musical Art" (Nora Hulse); and "The Effect of Adjudicating Three Videotaped Popular Music Performances on a 'Composite Critique' Rating and an 'Overall' Rating" (Michael J. Wagner). Articles in Number 29 are: "Elementary Children's Ability To Recognize Major/Minor Mode" (Marilyn J. Kostka; Dian L. Riemer); "Choral Director's Perception of Choral Errors" (Earlene Rentz); "Modulated Intensity Discrimination among Musicians and Nonmusicians" (Randall S. Moore); "The History of Classroom Instruments in the Silver Burdett Music Series, 1885-1988" (Carol McDowell); "The Effect on Correlations within and among Adjudication Panels Systematically Removed from Festival Performances: An Exploratory Investigation" (Martin J. Bergee); "Students' Preferences for Selected Music Factors: Comparing Classroom Music Teachers' Perceptions to Research Literature Conclusions" (Melany Sturgeon); and "Attitudes of High School Band Directors toward the Value of Marching and Concert Band Contests and Selected Aspects of the Overall Band Program" (Suzanne Banister). Articles in Number 30 are: "A Comparison of Musical Performance Accuracy between Teacher-Taught and Peer-Taught Kindergarten and First Grade Students" (Carol A. Prickett; Merilyn Jones); "A Comparison of Knowledge of Children's Songs among Older Adults, College Students and

NOTE- 272p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Critical Thinking; Current Events; Economics; *Internet; Middle Schools; Political Science; *Primary Sources; Secondary Education; *Social Studies; World Affairs
IDENTIFIERS- *Web Sites

Teachers of political science, social studies, and economics, as well as school library media specialists, will find this resource guide invaluable for incorporating the Internet into their classroom lessons. The guide references over 150 primary Web sites and pairs them with questions and activities designed to encourage critical thinking skills. The activities will allow students to evaluate the source of information, the content presented, and its usefulness in the context of their assignments. Along with each Web site, a summary of the site's contents identifies important primary source documents such as constitutions, treaties, speeches, court cases, statistics, and other official documents. The guide is divided into the following sections: "Introduction"; "Using Critical Thinking in Political Science, Economics, and Contemporary World Issues"; "Using Primary Sources"; "Primary Source Sites"; "Political Science" ("Early America"; "Revolutionary Period and Early U.S. Documents"; "The Nineteenth Century"; "The Twentieth Century"; "The Judiciary Branch"; "The Presidency and the Executive Branch"; "Legislative Branch"; "Elections and the Voting Process"; "International Politics"); "Economics" ("General Economic Data"; "International Economics"; "Economic History"; "Macroeconomic Data"; "Other Economic Sites"); and "Contemporary World Issues." (Contains a list of selected primary source databases.) (BT)

ED 459 119 SO 033 313

Save Our History. America's Most Endangered, 2001. Videotape and The Idea Book for Educators.
PUB DATE- 01
NOTE- 0p.; Videotape not available from ERIC.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Standards; *Built Environment; Heritage Education; High Schools; *Historic Sites; Middle Schools; National Standards; Social Studies; *United States History
IDENTIFIERS- *Historical Preservation; National History Standards; National Trust for Historic Preservation

"Save Our History" is The History Channel's national campaign dedicated to historic preservation and history education. As part of the campaign, The History Channel produces a videotape, "America's Most Endangered," based on a list developed annually by the National Trust for Historic Preservation. The videotape focuses attention on the National Trust's quest to save and preserve the 11 most endangered historical places in the United States, places of historical significance that face neglect, decay, and ruin. The goal is to raise the public's awareness about the importance of historic preservation. The videotape is suitable for middle and high school classes on U.S. history, the 1999 meeting: "Tragedy, Security, Liberty" (L. Silverstein); "Where Are the Teachers of Virtue?" (J. D. Wallace); "Tacit Knowledge and Moral Education" (R. Zigler); "Home Is Where One Starts From: Loyalty and the Schools" (W. P. Krolikowski); "Reader Response and Its Discontents" (A. Johnston); "Dewey Played on the Bongo Drums of Education" (M. McDermott); "Technology, Community, and Marginalized Youth" (D. Pascavage); "J. F. Herbart and Moral Education" (M. Murphy); "Learning and Reciprocity" (J. Carson); "Court Defined Philosophy: Rehnquist, Minimalism, and Access" (J. Borek); "Holistic Multicultural Education" (R. P. Craig); "Can Democratic Education Still Inspire?" (D. Blacker); "Making Manifest: Viewing Wittgenstein's Philosophy" (T. Bowell); "Cultivating Philosophical Skills and Virtues" (N. Nobis); "The Dream of Superman" (R. Schiller); "Dewey, the Arts, and Popular Culture" (L. Satanovsky); "Reality Bytes: How Images of Reality in Modern Films Affect Adolescent Perceptions" (R. Givens); "John Dewey and Traditional Education" (W. R. Zhang); and "On the Possibility of Aesthetic Experience: Dewey, Dickie, and the Context of Art" (J. Swenson). Papers from the 2000 meeting are: "Teaching and Experiencing Hardy's 'Tess of the D'Urbervilles': A Deweyan Approach" (A. Efron); "Expression, Imagination, and Organic Unity" (D. A. Granger); "The Education of Stephen Dedalus" (A. Johnston); "Educating the Self: Archetypal and Fairy Tale Patterns in 'Emile'" (G. Johnston); "The Fragility of Teaching" (L. O'Neill); "Doxic Assumptions, Eurocentrism, and the Afrocentric Educational Idea" (C. Winters); "Dewey: The Aesthetics of Pedagogy" (S. Barnes); "Community Virtue, Social Justice, and Education" (J. S. Johnston); "Flora J. Cooke: An Early Communitarian" (G. L. Kroepel); "Hannah Arendt, Moral Education and the Subject(s) of Politics" (N. Levinson); "The Freedom to Learn: Socio-Political Currents and W. E. B. DuBois's Views on Education" (P. L. Moore); "Curricular Theorizing for Democratic Learning: Multiple and Contending Viewpoints" (J. Westerhof-Shultz); "The Reconstruction of Cultural Experience in Dewey and Winnicott: Notes for Further Investigation" (J. Webber); "Off with Masks: A. MacIntyre on Morality" (W. P. Krolikowski); "An Epistemological Argument for the Inclusion of Religion in Public Schools" (S. Rosenblith); "Deweying It Together" (C. Olsen; A. Kaufman); "J. A. Comenius: Moral Education through Age Appropriate Virtue Formation" (M. M. Murphy); "A Correspondence Course in Education and Distance" (S. Schroeder); "Responses to School Violence" (I. M. Harris); "The Aesthetics of Dangerous Style: Curriculum and Culture" (M. McDermott); "Rethinking the Ground of Pragmatic Aesthetics: Dewey and Heidegger" (B. Engel); "Fairy Tale as Literature, Fairy Tale as Psychological Document" (G. Johnston); "Why Art Education Mattered: Ernest F. Fennollosa's Philosophy of Art Education and Its Impact on Meji Japan" (Y. Ito); "Ogbu's Cultural Ecology Theory and the Case of Vietnamese Students" (D. T. Nguyen, S. D. Lamborn, H. Q. Trinh); "A Week with the Philosopher-Kings" (G. Kizer); "Presence as Pedagogical Possibility" (D. Hufford); "Procedural Reconceptualization of Standardized Assessment" (D. Pascavage); and "Humanities without Apologies: Miller's Outlook on What We Teach" (D. R. Anderson). Included are three related papers: "Memorial Essay for the Late Professor Foster McMurray" (M. A. Oliker); "A Philosophical Perspective on Debates about the Purpose of the Social Foundations Field" (P. Goldstone); and "Popular Culture and the Philosophy of John Dewey" (J. A. Stieb). Contains the 1999-2000 membership directory and an article index to previous MPES Proceedings.

ED 459 140 SP 039 841

Stretching & Flexibility: An Interactive Encyclopedia of Stretching. CD-ROM .
PUB DATE- 02
NOTE- 0p.; Requires a 486 66MHz or faster processor; 8x CD-ROM drive; Windows 3.1/95/NT/98/ME operating system; 8 MB RAM memory; 20 MB hard disk space; SVGA video; and a Windows 16-bit soundcard.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- *Accident Prevention; *Injuries; *Optical Data Disks; Physical Fitness; Rehabilitation
IDENTIFIERS- *Flexibility (Psychomotor)

This CD-ROM offers 140 different stretches in full-motion video sequences. It focuses on the proper techniques for overall physical fitness, injury prevention and rehabilitation, and 23 different sports (e.g., golf, running, soccer, skiing, climbing, football, and baseball). Topics include stretching for sports; stretching awareness and education (how, why, and when to stretch); and special needs and problem muscles, which features an anatomical figure for selecting stretches in specific muscle groups. A glossary with detailed entries and over 100 fitness and anatomical terms is also provided. (SM)

ED 459 159 SP 040 383

Izumi, Lance T.
School Accountability and Teacher Training. Briefing.
PUB DATE- 01
NOTE- 11p.; Briefing excerpted from speech given by author to the Manhattan Institute, March 20, 2001. Based on PRI study, "Facing the Classroom Challenge: Teacher Quality and Teacher Training in California's Schools of Education," by Izumi with K. Gwyme Coburn (April 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; *Academic Standards; *Accountability; Elementary Secondary Education; Higher Education; Preservice Teacher Education; Progressive Education; Public Schools; State Government; *State Standards
IDENTIFIERS- *California

This paper addresses problems in California's public education. The government has responded with various top-down programs. California and other states have crafted state academic-content standard and accountability programs. California has approved core academic-content standards that are rigorous and emphasize real knowledge and skills. However, there is the problem of local districts refusing to adhere to state standards. Both California and New York use testing and performance indexes to calculate school performance levels and improvement targets for low-performing schools. In California, improvement targets are set at such low levels that the worst schools may take 20 years to reach average performance levels. Under California's program, poorly performing teachers and administrators at failing schools cannot be fired. Though progressive concepts such as constructivism and discovery learning have been shown to be comparatively ineffective in raising student achievement, progressive student-centered methods are widely popular among educators (partly because university schools of education are committed to progressive methods). Solutions to this problem include: public reporting of student test scores by classroom;

ED 459 178 SP 040 410

Keating, Kevina; Traviss, Mary Peter
Pioneer Mentoring in Teacher Preparation: From the Voices of Women Religious.
SPONS. AGENCY- San Francisco Univ., CA.
PUB DATE- 01
NOTE- 195p.; Also sponsored by Sisters of Charity of the Incarnate Word. Printed by Versa Press, Inc., East Peoria, Illinois.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Catholic Educators; Catholic Schools; Educational Change; Elementary Secondary Education; Higher Education; *Leaders; Leadership Qualities; *Mentors; *Nuns; *Preservice Teacher Education; Religious Education; Teacher Characteristics; Women Faculty

This book includes the observations of educational leaders and classroom teachers within religious institutions recognized as pioneers in implementing a teacher preparation model that has prepared thousands of Catholic school teachers nationwide. It is based on a study that interviewed 60 women religious belonging to 12 religious institutions that had been founded to teach as their major work. The research focused on portraying the cumulative experiences of a model of teacher education that was operative between the 1920s and 1970s. Chapter 1, "Why Focus on Teacher Education?" discusses the need for educational reform through better prepared teachers. Chapter 2, "The Story of Teacher Preparation in Religious Institutes," reviews the design used by women teaching in religious institutions to accomplish their apostolic work. Chapter 3, "Memories of Teacher Education," describes memories of being prepared to teach, noting gains and losses of the newer educational programs. Chapter 4, "Characteristics of the Leaders," notes the principal characteristics of women responsible for shaping teacher education in their religious institutions. Chapter 5, "Adapting to Change," chronicles the challenges of dealing with major changes. Chapter 6, "The Legacy," addresses the legacy of the sister-teachers. Research data are appended. (Contains 85 references.) (SM)

ED 459 179 SP 040 412

Allender, Jerome S.
Teacher Self: The Practice of Humanistic Education.
PUB DATE- 01
NOTE- 168p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Adult Learning; Elementary Secondary Education; Higher Education; *Humanistic Education; *Interpersonal Competence; Preservice Teacher Education; Role Playing; *Self Actualization; *Self Concept; *Teacher Student Relationship; Teachers
IDENTIFIERS- Gestalt Psychology; *Professional Identity

This book for teacher educators and teachers emphasizes the challenges of teacher learning as the essential feature of education. It features a collection of narratives that incorporates the personal, emotional, and intellectual commonplaces of teacher learning. It focuses on the continuous process of becoming, as one teacher educator and his students

School Districts; *Student Characteristics
IDENTIFIERS- *Alabama

This study examined Alabama State Education Report Card indicators for the year 2000 to identify predictors of student academic achievement at both the district and school levels for 128 public city and county school systems and 1,272 Alabama public schools. School district performance grade and school performance grade as provided on the Alabama Education Report Card for 2000 were used as the dependent variables for district and school academic achievement. Separate analyses were conducted for 61 city and 67 county school systems and for all 128 districts combined. Variables were the number of students (district and school enrollment), percent of students on free and reduced price meals, percent average daily attendance, per pupil expenditure, dropout percentages from the 1999 report card, school system revenue sources, and percent of system and school employees with bachelor's, master's, or 6-year doctoral administrative licensure. The results of t-tests indicated significant differences between city and county schools on variables in the analysis. Several models were regressed on student achievement measured by system academic performance grade, resulting in "R"s ranging from 0.76 to 0.81 and adjusted "R" squared from 0.57 to 0.64. System size, percent funding from local revenue, and percent of administrators holding 6-year doctoral administrative licensure were significant predictors of a higher school district performance grade after controlling for poverty. At the school level, variables in the regression models yielded "R"s between 0.62 and 0.67, with adjusted "R" squared between 0.39 and 0.45. At the school level, the most significant predictors of higher performance grade after controlling for poverty were percent average daily attendance, school size, and percent of teachers with master's degrees. Appended are selected performance indicators from the Alabama Report (2nd Glossary-FY 1999-2000, State Department of Education. (Contains 3 figures, 11 tables, and 29 references.) (Author/SLD)

ED 459 199 TM 033 496

Milewski, Glenn B.; Patelis, Thanos
Factorial Invariance of the Advanced Placement International English Language Exam (APIEL R) across Chinese and German Samples.
PUB DATE- 00
NOTE- 26p.; Paper presented at the Annual Meeting of the Northeastern Educational Research Association (31st, Ellenville, NY, October 25-27, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advanced Placement; *English (Second Language); *Factor Structure; Foreign Countries; *High School Students; High Schools; *Language Proficiency
IDENTIFIERS- Advanced Placement Examinations (CEEB); China; *Chinese People; Confirmatory Factor Analysis; *Germans; Germany; International English; Invariance

This study used confirmatory factor analytic methods to investigate whether the subscales of the Advanced Placement International English Language examination (APIEL R) measuring Writing, Speaking, Listening, and Reading were invariant across 2 groups, 197 Chinese students and 434 German students. Since categorical responses were observed on APIEL R indicators, education. Eleven recommendations are presented, including: expanding the federal magnet school program and imposing desegregation requirements for federally supported charter schools; exploring school and housing policies to avoid massive resegregation of large sections of the inner suburbs; promoting and funding teacher exchanges between city and suburban school districts and training teachers in techniques for successful interracial classrooms; and creating more two-way integrated bilingual schools. (Contains 20 tables.) (SM)

ED 459 218 UD 034 466

Smrekar, Claire; Guthrie, James W.; Owens, Debra E.; Sims, Pearl G.
March toward Excellence: School Success and Minority Student Achievement in Department of Defense Schools. A Report to the National Education Goals Panel. Lessons from the States.
PUB DATE- 01
NOTE- 87p.; Research performed by team from the Peabody Center for Education Policy, Peabody College, Vanderbilt University. Photographs may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Academic Standards; *Black Students; *Educational Quality; Foreign Countries; Governance; *Hispanic American Students; Junior High Schools; Minority Group Children
IDENTIFIERS- African Americans; Department of Defense; *Dependents Schools; Germany; Japan; Latinos; National Assessment of Educational Progress

This study examined how Department of Defense (DoD) schools have attained high achievement levels among all students, emphasizing Hispanics and African Americans. Researchers investigated organizational and governmental structures linking the daily operations of DoD schools and districts to policy-setting authorities; the nature and quality of instructional practices in DoD domestic and overseas schools; and social and economic conditions associated with students and their families. Data came from visits to 15 U.S., German, and Japanese middle schools and interviews with administrators, teachers, parents, and DoD staff. DoD schools scored at or near the top of all states in reading and writing on the 1998 National Assessment of Educational Progress. White, African American, and Hispanic students scored well compared to their counterparts in other states, and the racial/ethnic achievement gap was narrower than the gap in other states. The military context of the DoD schools supported student achievement in specific ways. Success rested on a combination of in- and out-of-school factors (a community strategic planning process, alignment of key system components, high expectations, teacher quality, preschool and after-school programs, small school size, and corporate commitment from the military). Appendixes include Overseas Educators School Year 2000-01 Salary Schedule, DDESS (Domestic Dependents Elementary and Secondary Schools) 2000-01 School Year Salary Schedule, and numerous tables and charts displaying statistics relating to the study. (Contains 3 figures, 18 tables, 8 appendixes, and 51 references.) (SM)

ED 459 219 UD 034 470

Fashola, Olatokunbo S.
Building Effective Afterschool Programs.

analysis of minority-white achievement gaps by subject area and grade level. Iowa did not participate in the 1998 National Assessment of Educational Progress (NAEP) tests; achievement profiles are based on 1996 results. Hispanic 8th graders in Iowa out-perform Hispanic 8th graders in every other state in math, making Iowa the frontier state in math for Hispanic 8th graders. However, they are still one year behind white 8th graders in the state in math and 2 years behind in science. African American 4th graders in Iowa made more progress in math from 1992 to 1996 than African American 4th graders in almost every other state. African American 8th graders in the state score 3 years behind white 8th graders in the state in math and science. Low-income 8th graders in Iowa score more than one year behind non-poor 8th graders in the state in math and science. (Contains 24 references.) (SM)

ED 459 237 UD 034 489

State Summary of Kansas. Ed Watch Online.
PUB DATE- 01
NOTE- 27p.; Also supported by the Washington Mutual Foundation. For the other State Summaries, see UD 034 473-523. For the Summary of the Nation, see UD 034 472.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *Black Students; Curriculum; Educational Attainment; Educational Finance; Elementary Secondary Education; Equal Education; *Hispanic American Students; Mathematics Achievement; Minority Group Children; *Poverty; *Racial Differences; Reading Achievement; Science Achievement; Special Needs Students; Tables (Data); Teacher Effectiveness; Teaching Skills; White Students
IDENTIFIERS- African Americans; Kansas; Latinos; National Assessment of Educational Progress

This report provides data on the academic achievement gap that separates low-income and minority students from other students, examining how well different groups of students perform in Kansas and noting inequities in teacher quality, course offerings, and funding. Included are tables and data that provide: a frontier gap analysis (a comparison of Kansas to the leaders in achievement and gap closing); student profile (the demographic distribution of youth in Kansas); state performance (academic achievement and educational attainment); opportunity (well prepared teachers, challenging curricula, special student placements, effective instruction, and annual per pupil investments); minority achievement gains, state by state; and analysis of minority-white achievement gaps by subject area and grade level. Kansas did not participate in any of the National Assessment of Educational Progress (NAEP) tests prior to 1998, and did not participate in the writing section of the 1998 NAEP tests. Achievement profiles are based on 1998 results. African American 8th graders in Kansas out-perform African American 8th graders in every other state in reading, making Kansas the frontier state in reading for African American 8th graders. However, African American and Hispanics 8th graders in the state score about 2 years behind white 8th graders in reading. Low-income 8th graders in Kansas score more than 1 year behind non-poor 8th graders in the state in math and science. (Contains 24 references.) (SM)

ED 459 238 UD 034 490

State Summary of Kentucky. Ed Watch Online.

State Summary of North Dakota. Ed Watch Online.
SPONS. AGENCY- Carnegie Corp. of New York, NY.
PUB DATE- 01
NOTE- 27p.; Also supported by the Washington Mutual Foundation. For the other State Summaries, see UD 034 472-523. For the Summary of the Nation, see UD 034 472.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *Black Students; Curriculum; Educational Attainment; Educational Finance; Elementary Secondary Education; Equal Education; *Hispanic American Students; Mathematics Achievement; Minority Group Children; *Poverty; *Racial Differences; Reading Achievement; Science Achievement; Special Needs Students; Tables (Data); Teacher Effectiveness; Teaching Skills; White Students
IDENTIFIERS- African Americans; Latinos; National Assessment of Educational Progress; North Dakota

This report provides data on the academic achievement gap that separates low-income and minority students from other students, examining how well different groups of students perform in North Dakota and noting inequities in teacher quality, course offerings, and funding. Included are tables and data that provide: a frontier gap analysis (a comparison of North Dakota to the leaders in achievement and gap closing); student profile (the demographic distribution of youth in North Dakota); partial state performance (academic achievement and educational attainment); opportunity (well prepared teachers, challenging curricula, special student placements, effective instruction, and annual per pupil investments); minority achievement gains, state by state; and analysis of minority-white achievement gaps by subject area and grade level. Student achievement data are based on the National Assessment of Educational Progress (NAEP). North Dakota did not participate in any of the NAEP tests in 1998, thereby making it impossible to provide a complete profile of student achievement. Based on 1996 evaluations, 4th graders from low-income families in North Dakota out-performed low-income 4th graders in all other states in math. Low-income 8th graders also out-performed low-income 8th graders in math and science in all other states. Though Hispanic 8th graders in North Dakota made more progress in math from 1990 to 1996 than Hispanic 8th graders in almost any other state, they were still 2 years behind white 8th graders in math and science. (Contains 24 references.) (SM)

ED 459 256 UD 034 508

State Summary of Ohio. Ed Watch Online.
SPONS. AGENCY- Carnegie Corp. of New York, NY.
PUB DATE- 01
NOTE- 27p.; Also supported by the Washington Mutual Foundation. For the other State Summaries, see UD 034 472-523. For the Summary of the Nation, see UD 034 472.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *Black Students; Curriculum; Educational Attainment; Educational Finance; Elementary Secondary Education; Equal Education; *Hispanic American Students; Mathematics Achievement; Minority Group Children; *Poverty; *Racial Differences; Reading Achievement; Science Achievement; Special Needs Students; Tables (Data); Teacher Effectiveness; Teaching Skills; White Students
IDENTIFIERS- African Americans; Latinos; National Assessment of

Campland: Racial Segregation of Roma in Italy. Country Reports Series.
PUB DATE- 00
NOTE- 115p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Civil Liberties; Educational Discrimination; Elementary Secondary Education; Equal Education; Equal Opportunities (Jobs); Foreign Countries; Minority Groups; Police; *Racial Discrimination; *Racial Segregation; Sexual Abuse; Violence
IDENTIFIERS- Gypsies; *Italy; Racial Harassment; *Roma

This report addresses racial segregation and human rights abuses against Roma in Italy, focusing on: "Anti-Gypsyism in Italy"; "Roma in Italy: Racial Segregation"; "Abuses by Police and Judicial Authorities" (e.g., abusive raids and evictions, abusive use of firearms, torture and physical abuse, discriminatory targeting of Roma by police, theft by authorities, confiscation of papers, sexually abusive searches of women, failure to provide proper interpretation to foreign Roma accused of criminal acts, threats and police violations of the right of assembly, discrimination by judicial authorities, and expelling Roma from Italy); "Violence against Roma by Non-State Actors"; "Discriminatory Treatment of Roma in the Provision of Public Services"; "Denying Roma the Right to Education in Italy"; "The Right to Employment"; and "A Just Settlement: Recommendations of the European Roma Rights Center to the Government of Italy." Appended is "From Bad to Horrific in a Gypsy Ghetto" (Kathryn D. Carlisle). A summary in Romani is included. (Contains 121 references.) (SM)

ED 459 275 UD 034 573

Handel, Ruth D.
Building Family Literacy in an Urban Community. Language and Literacy Series.
PUB DATE- 99
NOTE- 179p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; Faculty Development; Family Environment; *Family Literacy; Family School Relationship; Females; Gender Issues; *Literacy Education; Parent Teacher Cooperation; Partnerships in Education; Poverty; Program Development; Racial Differences; Reading Motivation; Reading Skills; Sex Differences; Welfare Services

This book offers educators and parents who work to forge authentic partnerships between home and school new insights based on the author's experiences with family literacy projects. During an 8-year study, the author examined the experiences of adult participants in school-based family literacy programs, exploring what accounted for sustained teacher and parent interest; the benefits, limitations, and consequences of their participation; how the program meshed with personal history and out-of-school lives; and guidelines for family literacy practice. The 12 chapters are: (1) "The Multiple Meaning of Family Literacy"; (2) "Development of Family Literacy Programs"; (3) "Family Literacy in Schools";

that educational quality depends upon instructional quality, noting the need to create supportive policy environments and improve teacher quality. Section 4, "Testing and Accountability: Using Data to Drive Improvement," explains that schools need tools and information to meet higher expectations. Section 5, "Technology Demonstrations," showcases innovative educational technology programs, prototypes, and products intended to improve student achievement. Section 6 presents "Additional Resources." (SM)

ED 459 294   UD 034 594

Pentino, Marc D.
Racial Harassment in Vermont Public Schools.
SPONS. AGENCY- Commission on Civil Rights, Washington, DC.
PUB DATE- 99
NOTE- 149p.; Some appendices may not reproduce adequately. Prepared by the Vermont Advisory Committee to the United States Commission on Civil Rights.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Attitudes; Civil Rights; Elementary Secondary Education; Enrollment Trends; *Equal Education; Law Enforcement; *Minority Group Children; Parent Attitudes; *Public Schools; *Racial Bias; *Racial Relations; State Legislation; Student Attitudes; Teacher Attitudes
IDENTIFIERS- *Racial Harassment; *Vermont

This report presents information from a 1997 community forum of the Vermont Advisory Committee on racial harassment in Vermont public schools. Parents, students, teachers, administrators and community and advocacy group representatives offered their views on racial harassment in the public schools, describing them as hostile and unfriendly places wherein racial slurs, epithets, and physical assaults occurred. The committee concluded that: racial harassment was pervasive in and around Vermont's public schools, and elimination of this harassment was not a priority; coordinated leadership by elected officials, business leaders, and education officials was needed to improve racial relations; existing state law was deficient in addressing these problems; staff shortages and limited resources available to the Vermont Department of Education made it difficult for the Department to set the elimination of racial harassment as a statewide priority; and the Vermont Human Rights Commission had insufficient resources to effectively address reported racial harassment incidents. Recommendations for each of these problems are presented. Relevant letters, policy, and legislation are appended. (SM)

ED 459 295   UD 034 596

What Schools Need To Know: LGBT Students and the Law.
PUB DATE- 01
NOTE- 15p.; Produced with GLSEN Detroit.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Bisexuality; Civil Rights; Educational Discrimination; Educational Environment; Equal Education; *Homosexuality; *Legal Responsibility; School Responsibility; School Safety; *Sexual Harassment; *Student Rights

1990s--following the developments in Web-based online library services. This paper examines the move towards the provision of e-mail reference services based on the study of 16 randomly chosen university libraries in Australia and 4 in New Zealand. The Web sites of these 20 university libraries were analyzed. This paper presents findings for each of the following questions posed by the study: (1) How accessible is the e-mail reference service on the library's homepage? (2) Are the parameters of the e-mail reference service fully explained in terms of types of questions handled and the maximum response time? (3) Are the guidelines of privacy or confidentiality spelled out? (4) Is there a feedback facility evaluating or commenting on this service's effectiveness? (5) Who can access the e-mail reference service? For example, is the service extended to users in the community? (6) What information is required from users of this service? (7) How useful is the design of the e-mail reference form for conducting a successful reference answering service? Further steps are also discussed. (Contains 26 references.) (AEF)

ED 458 869   IR 021 021

Byers, Albert S.; Halpin, David
Expert Review at a Distance: A Hybrid Approach.
PUB DATE- 00
NOTE- 18p.; Paper presented at EdMedia 2000: World Conference on Educational Multimedia, Hypermedia and Telecommunications (Montreal, Canada, June 26-July 1, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cooperation; *Course Evaluation; *Distance Education; *Evaluation Methods; Graduate Study; Higher Education; *Instructional Design; Models; World Wide Web
IDENTIFIERS- *Collaborative Evaluation; Course Development; University of Georgia; Virginia Polytechnic Inst and State Univ; *Web Based Instruction

This paper describes a distance collaborative evaluation method employed to analyze an asynchronous World Wide Web-based course. This course was offered through the Instructional Technology Department at Virginia Tech as part of a distance education master's program. An initial expert review of the course was commissioned by the department as part of an assignment for a graduate course in product evaluation. A first-year doctoral student from Virginia Tech followed specific guidelines to complete the review process. Several leading instructional design models that were utilized to conduct this initial review are described. After completion of this initial review, a second doctoral student from the University of Georgia reviewed both the Web-based course and the first reviewer's comments. The cumulative review of the first two students was then passed on to the course developer. The course developer added his own comments and incorporated student feedback into this collaborative distance-based review. The information was then re-circulated and a consensus reached that incorporated all the information into a collective list of evaluative recommendations. All correspondence between the three reviewers was accomplished using a variety of distance collaborative processes, including telephone, e-mail, and videoconferencing. Research concerning the transactional distance that can occur in a distance environment was substantiated. The evaluated course assisted Virginia teachers in creating their own educational Web sites. (Contains 68

Eighties project (1983-1990); Library Literacy Program (1986-1995); ALA Literacy Assembly convenes (1989); White House Conference on Libraries and Information Services (1991); ALA Office for Literacy and Outreach Services changes name (1995); ALA adopts literacy as one of five key action areas (1998); development of a national literacy agenda with focus on the role of libraries (1999); National Literacy Summit (2000); and ALA Standing Committee on Literacy established (2001). Reports on related issues are listed throughout. (Contains 48 references.) (MES)

ED 458 889 IR 058 391

South Dakota's Libraries--Building Toward 2002: A Statewide Plan for the Development of Library and Information Services, 1998-2002.
PUB DATE- 97
NOTE- 17p.; "Adopted in fulfillment of the requirements of the Library Services and Technology Act."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; Access to Information; Elementary Secondary Education; Higher Education; Information Technology; *Library Development; *Library Planning; Library Role; *Library Services; Public Libraries; School Libraries; Special Libraries; *State Libraries; *Statewide Planning
IDENTIFIERS- South Dakota

This document presents the South Dakota statewide plan for library and information services for 1998-2002. The first section summarizes the use of technology to deliver library services from 1913 to the present. The second section addresses building toward stronger libraries in 2002, including themes from focus group discussions held in 1997, demographics, libraries and networks in South Dakota, the South Dakota Library Network, the government documents depository system, the MINITEX Library Information Network, and statewide services. The third section covers building information equity, including the role of the library on the information highway and the role of federal support. This section describes the following goals and related objectives for the State Library: (1) to enhance the delivery of information to citizens through a combination of improved technology and continuing education that will enable librarians and staff to provide the highest possible level of service to patrons; (2) to emphasize special library services that contribute to improved access to information and library services for all people of the state, delivering the information in the appropriate format, at the appropriate location, and within the timeframe required by the patron; and (3) to provide equal access to information for citizens no matter what their age, economic status, or place of residence. (Contains 48 references.) (MES)

ED 458 890 IR 058 392

Bogart, Dave, Ed.
The Bowker Annual: Library and Book Trade Almanac TM , 2001.
PUB DATE- 01
NOTE- 861p.; Julia C. Blixrud, Consultant.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reference Materials - General (130)

Non-Returning Developmental English Students at NVCC, Fall 2000. Research Report.
PUB DATE- 01
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- College English; Community Colleges; Developmental Studies Programs; Educational Assessment; *Participant Satisfaction; *Remedial Instruction; *School Holding Power; *Student Attitudes; *Student Placement; Student Surveys; Two Year Colleges
IDENTIFIERS- *Northern Virginia Community College

This report presents the findings of a survey designed to gather information about the experiences and attitudes of students enrolled in developmental English courses at Northern Virginia Community College (NVCC). The primary purpose of the study was to find out how satisfied students were with their experiences related to their English placement testing and course work in developmental English at NVCC during the fall 2000 semester. The study also sought information about the respondents' academic preparation prior to beginning the fall 2000 semester at NVCC. The respondents were students who did not return for the spring 2001 semester. They were asked to self-rate their pre-enrollment English skills and their study skills and to describe how they had performed in high school. Highlights include: (1) 85% of respondents surveyed agreed or strongly agreed with the college's recommendation that they take the English placement test; (2) 80% agreed or strongly agreed that the preparation material provided by the testing center gave them adequate information about the test; (3) 80% said that instructors adapted to their individual needs; and (4) 72% planned to return to NVCC. Many of the reasons given for withdrawal were personal, such as work schedule conflicts, lack of time to study, and lack of transportation. (Contains 25 tables.) (NB)

ED 458 910   JC 020 022

Florida Community College System Governance Survey. Data Trend.
PUB DATE- 00
NOTE- 12p.; Prepared by the Office of Educational Services and Research.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Articulation (Education); *Community Colleges; *Educational Administration; *Educational Planning; Local Issues; School District Autonomy; State Action; State Departments of Education; State Regulation; *State School District Relationship; Surveys; Two Year Colleges
IDENTIFIERS- *Florida Community College System

The Florida Education Governance Reorganization Transition Task Force was established to recommend a structure as well as an accountability process for a seamless K-20 educational system for the state. In September 2000, the State Board of Community Colleges (SBCC) decided to survey its members, the presidents, and the local trustees of the 28 institutions within the Florida Community College System. The survey was an effort to determine what was working well in the current system, where problems existed, and where these individuals felt the various functions currently performed by the SBCC, the Division of Community Colleges, and local institutions should be housed.

Academic programs are examining options to provide a greater variety of instructional delivery modes. In selecting the appropriate method, place, and time of instruction, a student-centered learning environment is considered paramount. New programs and services designed to rapidly respond to community and workforce needs necessitate increased accessibility to multimedia classrooms, state-of-the-art equipment, and technical support personnel. The space limitations imposed by the design of the single main instructional building now hamper the college's ability to meet continued growth and service to the community. New facilities are recommended to meet the anticipated enrollment and changing workplace demands. (KP)

ED 458 930 JC 020 057

Reusch, Dianna Lynn
The Nature and Characteristics of Post-Baccalaureate Reverse Transfer Students and Their Utilization of Career Guidance.
PUB DATE- 00
NOTE- 132p.; Doctoral Dissertation Southern Illinois University at Carbondale.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Community Colleges; Females; Males; *Nontraditional Students; *Reverse Transfer Students; Student Characteristics; *Student Educational Objectives; Student Surveys; Two Year College Students; Two Year Colleges
IDENTIFIERS- Illinois

A post-baccalaureate reverse transfer student is a community college student who has completed a baccalaureate or higher degree prior to enrolling in a community college. This study was conducted to better understand post-baccalaureate reverse transfer students who enroll in community college degree or certificate programs; it sought to investigate the factors that influence these students' decisions and the types of career guidance that these students utilize. Survey packets were mailed to 656 reverse transfer students at 6 Illinois community colleges; 329 (50%) surveys were returned and 221 were usable for data analysis. Overall, the study found that post-baccalaureate reverse transfer students were typically male, white, 38 years old, and married. After obtaining their baccalaureate degrees, they usually waited 11 years before enrolling full time in the community college degree or certificate programs, and they were likely to make such decisions for employment-related reasons. These students were most often found in computer-related and health service-related programs, and their career guidance sources were most often friends and family members. It was also found that within this group of students, a significantly higher number of females enrolled in health service programs while a higher number of males enrolled in applied technology programs. (Contains 71 references.) (GC)

ED 458 931 PS 029 151

Afterschool Alert: Poll Report No.3. A Report of Findings from a June 2000 Poll of Registered Voters.
SPONS. AGENCY- Mott (C.S.) Foundation, Flint, MI.; J.C. Penney Co., Inc., New York, NY.
PUB DATE- 00
NOTE- 8p.; Survey conducted by Lake Snell Perry & Associates and Torrance Group.
LANGUAGE- English

Issues; *Imitation; Literary Criticism; Mass Media; *Mass Media Effects; Middle Class Culture; Sex Differences; Stereotypes; Theories; *Violence

IDENTIFIERS- Bakhtin (Mikhail); Deconstruction; Media Literacy

This book details an ethnographic study focused on how children think and talk about media representations of violence, gender, race, colonialism, and social class. Participating in the study were 162 elementary school students in Hawaii. Groups of 6- to 12-year-olds viewed clips from 2 television commercials and 2 movies and were later interviewed in groups of 4 to 6 with varying gender composition. Children were videotaped while they watched the clips and during discussions. Literary and critical analysis techniques within a Bakhtinian approach were used to examine children's conversations about clips from the film "Swiss Family Robinson." The book describes the methodological difficulties of demonstrating that watching media violence makes children violent and the concept of imitative violence, dismissing the concept as something that distracts scholars from developing more nuanced understandings of the ways in which media content disturbs, confuses and traumatizes viewers. It is asserted that the focus should be on how film violence is located within a larger moral and ideological argument about justifiable uses of force against certain categories of people. The findings provide evidence that the meanings children make out of the movies they watch arise out of their experiences in living in a specific local context. Children evidenced a clear understanding of middle-class families and used their understanding to distinguish between good guys and bad guys. Attributes evident in children's comments about the "good guys" included niceness, industriousness, and ingenuity. The book also discusses the dilemma of middle-class masculinity, and concludes with a discussion of media effects, children's talk, and interpretive methods. (Contains 98 references.) (KB)

ED 458 948 PS 029 900

Vecchiotti, Sara
Kindergarten: The Overlooked School Year. Working Paper Series.
PUB DATE- 01
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational History; Educational Policy; Educational Practices; Full Day Half Day Schedules; *Kindergarten; *Kindergarten Children; Preschool Curriculum; Preschool Teachers; Primary Education; *Public Policy; *Research Needs; School Entrance Age; Student Evaluation; Teacher Shortage

Based on the view that because kindergarten is caught between early childhood education and compulsory public education, the year is often overlooked as an important time for learning. This paper aims to mobilize interest in kindergarten as an educational issue ripe for research, debate, and policy action. The paper begins by briefly reviewing kindergarten history. Next, the provision of kindergarten is discussed using various state and federal data sources, with exploration of issues such as length of the kindergarten day, compulsory attendance, uncertainty about entrance age, and state differences. Current policy issues are presented, including kindergarten mandates, entrance age, curriculum and instructional methods, screening and assessment, delaying kindergarten entrance, teacher shortages, and the links between prekindergarten and kindergarten. Finally, suggestions for future research are of 2-year-olds immunized, and suicide mortality; (4) education (reading and mathematics achievement, racial achievement gap); and (5) safety and security, including child abuse referrals, homicide mortality rates, juvenile arrest rates for violent crime, firearms mortality rates, and motor vehicle accident mortality. Following a summary of recent statewide trends in children's well-being, part 2 of the report discusses improving the emotional and behavioral well-being of children as the next challenge for the state. Part 3 presents findings for key indicators in each of the 5 areas. Among the highlights are the following: Teen pregnancy and birth rates continue to decline, although births to unmarried women still approximate 30 percent of births. Economic inequalities continue to grow, with education, family structure, access to capital and area of residence playing key roles in income distribution. Binge drinking and marijuana use by high schoolers has declined. Children of color lag behind white students in both reading and mathematics achievement. Injuries continue to be the major cause of death among children. The report concludes with information on data sources and information on Washington Kids Count. (KB)

ED 458 966 PS 029 926

Tout, Kathryn; Zaslow, Martha; Papillo, Angela Romano; Vandivere, Sharon
Early Care and Education: Work Support for Families and Developmental Opportunity for Young Children. Occasional Paper. Assessing the New Federalism: An Urban Institute Program To Assess Changing Social Policies.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Kellogg Foundation, Battle Creek, MI.; Robert Wood Johnson Foundation, Princeton, NJ.; Henry J. Kaiser Family Foundation, Menlo Park, CA.; Ford Foundation, New York, NY.; David and Lucile Packard Foundation, Los Altos, CA.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Mott (C.S.) Foundation, Flint, MI.; McKnight Foundation, Minneapolis, MN.; Commonwealth Fund, New York, NY.; Weingart Foundation, Los Angeles, CA.; Lynde and Harry Bradley Foundation, Milwaukee, WI.; Joyce Foundation, Chicago, IL.; Rockefeller Foundation, New York, NY.; Fund for New Jersey, East Orange.
PUB DATE- 01
NOTE- 41p.; Also funded by the Stuart Foundation.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; Comparative Analysis; *Day Care; *Early Childhood Education; Employed Parents; Family Day Care; Family Income; *Family Work Relationship; National Surveys; *Young Children
IDENTIFIERS- National Survey of Americas Families

This paper uses the 1997 National Survey of America's Families to examine child care patterns for young children in the United States. The paper examines three general features of children's early care and education participation: (1) primary care arrangements, classified as center-based care, family child care, relative care, nanny or babysitter, and parent-only; (2) number of hours in nonparental care; and (3) number of nonparental arrangements children participate in on a regular basis each week, and the percentage of children using two or more such arrangements. Major findings indicate that more than two-thirds of children who are under age 5 and not in school experience nonparental care. Primary care providers shift from parents and relatives to center-based care as children get

"Planning Pages"; (14) "Possibilities"; (15) "Dramatic Possibilities"; (16) "Sensory and Art Possibilities"; (17) "Curiosity Possibilities"; (18) "Construction Possibilities; (19) "Literacy Possibilities"; (20) "Music and Movement Possibilities"; (21) "Outdoor Possibilities"; (22) "Project Possibilities"; (23) "Parent Participation Possibilities"; (24) "Concepts Learned"; (25) "Resources"; (26) "Prop Boxes"; (27) "Picture File/Vocabulary"; (28) "Books"; (29) "Rhymes/Fingerplays"; (30) "Music/Songs"; (31) "Toys and Materials (Gathered and Bought)"; (32) "Using Anecdotal Observations"; (33) "Putting It All Together To Plan for Teaching"; (34) "How To Use Forms To Document Children's Learning, Events, and Interactions"; (35) "Conferencing with Parents"; (36) "How To Use Parent Postcards To Support Families"; (37) "How Can I Continue Professional Development"; and (38) "Completion of Training." An appendix includes a self-evaluation checklist, the child observation/assessment form, and additional forms. (KB)

ED 458 983 PS 029 946

Fleer, Marilyn; Cahill, Alita
I Want To Know...? Learning about Science.
PUB DATE- 01
NOTE- 25p.; Published quarterly. Theme issue.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Childhood Interests; Curiosity; Early Childhood Education; Foreign Countries; Learning Activities; *Questioning Techniques; *Science Education; *Science Instruction; Teacher Role; *Teacher Student Relationship; *Young Children

Noting that children's questions are usually complex and thereby provide a natural learning context for inquiry-based early childhood education, this booklet focuses on using children's scientific questions as a foundation for planning and creating a stimulating learning environment. Following an introduction, the booklet provides suggestions for supporting children's curiosity by encouraging them to ask questions in their daycare, preschool, or early elementary school environment. Sample child questions are listed with suggested ways for investigating the questions. Information on question-asking by adults includes suggestions for shaping queries to reflect genuine interest and using questions for different purposes. A case study related to children's questions about bees in the garden illustrates how authentic questions can be used as the basis for planning learning experiences, with each question paired with a learning experience to provide an answer. The use of children's questions for planning science educational experiences is explained within the context of an interactive approach to science instruction, growing out of research into children's understanding of a range of science concepts. The teacher's roles in the interactive approach are examined and include monitoring children's interests in the world, recording their ideas and questions, facilitating their investigations, and providing resources. The booklet concludes by noting that following up on children's questions provides them with the opportunity to experience the thrill of working like a real scientist, investigating what matters to them and what is directly related to their world. (Contains 16 resources.) (KB) sampled in each country, in the areas of management policies and staffing, patterns of operation, physical characteristics, ancillary support services and parent involvement, teacher characteristics, and, from only Finland and United States, structural characteristics of family day care homes. The final section presents a summary of cross-national findings. Five appendices include the organized facility/group setting provider survey, the non-group/small-group setting provider survey questionnaire, supplementary tables, and a listing of national research centers and coordinators for Phase 2 of the project. (Contains 142 references.) (HTH)

ED 459 002 PS 029 975

Doherty, Gillian
Targeting Early Childhood Care and Education: Myths and Realities. Occasional Paper.
SPONS. AGENCY- Human Resources Development Canada, Ottawa (Ontario).
PUB DATE- 01
NOTE- 153p.; For first paper of three that considers early childhood education and care within the context of a National Children's Agenda, see ED 448 879. Supported by the HRDC Child Care Visions Program.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Child Health; *Children; Early Childhood Education; Foreign Countries; *Individual Development; Poverty; Program Effectiveness; Program Evaluation; *Well Being
IDENTIFIERS- Canada; Risk Factors

There is growing acknowledgement that optimal early childhood development is crucial not only for health, well-being, and competence but also for society at large. This second paper in a series focuses on the period from birth to age 6 and draws on research from Canada and other countries to address several questions of children's development, including the following: (1) What are the known threats to young children's optimal development?; (2) Which types of targeted programs promote the development of vulnerable children and under what circumstances?; and (3) To what extend is the current approach to targeting early childhood programs consistent with what we know about what is required to promote young children's development? The paper discusses research evidence from evaluations of three categories of programs intended to promote development of at-risk children: child-focused programs, parent-focused programs, and two-generation programs. The research evidence examined clearly demonstrates that the most effective way of enhancing the development of at-risk children is through center-based, group programs. The research evidence shows that the development of at-risk children is not promoted by programs that are solely parent-focused or by two-generation programs. Following an executive summary, the paper's chapters are: (1) "Supporting the Development of Canada's Children; (2) "Identification of Vulnerable Children"; (3) "Targeted Child-Focused Programs"; (4) "Targeted Parent-Focused Programs"; (5) "Two-Generation Programs"; (6) "Universal Programs"; and (7) "Policy Implications." (Contains 232 references.) (HTH)

ED 459 003 PS 029 979

Hill, Sheri L.; Malhotra, Sumit; De Wys, Shelley; Mandell, Dorothy J.; Brandon, Richard
Washington Kids Count County and City Profiles of Child and

poverty, and overrepresentation of Aboriginal students in special education. The report makes recommendations for achieving educational equity and social justice in the public school system. Shared decision making is needed in the areas of jurisdiction and control of Aboriginal education programs, and for effective Aboriginal parental involvement in the public education system. A forum for Aboriginal youth to have input into their education should be created. The underrepresentation and role of Aboriginal teachers and support staff in the public education system warrants discussion. The impact of the current curriculum and ways of incorporating Aboriginal knowledge, languages, and traditions into formal and hidden curricula should be examined. Cross-cultural and anti-discrimination education for all staff and students is needed. Addressing adverse socioeconomic conditions that create unfavorable learning environments for Aboriginal children is an immediate priority. Finally, there should be a critical examination of why Aboriginal students are disproportionately represented in all special education categories except the gifted category. (Contains 59 references.) (TD)

ED 459 021 RC 023 224

Equality through Access. Annual Report, 2000/01.
PUB DATE- 01
NOTE- 24p.; Photographic images may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *American Indian Education; Annual Reports; *Attitudes toward Disabilities; Bullying; Canada Natives; *Civil Liberties; Economically Disadvantaged; *Equal Education; Foreign Countries; *Public Agencies; *Social Discrimination; Workshops; Youth Programs
IDENTIFIERS- *British Columbia; Institutional Discrimination; Public Awareness

This report describes the British Columbia Human Rights Commission's activities during 2000-01. The Commission held public hearings to learn about barriers that prevent Aboriginal students from full participation in the British Columbia education system, and published a report on the findings with recommendations for improving educational opportunities for Aboriginal students. Workshops were held to instruct non-profit groups in assisting people filing human rights complaints, and to let the public hear about the Commission's work and what they can do to promote human rights in their communities. The Commission hosted the annual conference of the International Association of Official Human Rights Agencies and received the Association's International Award for successfully raising international awareness about human rights issues. A report was released calling for a renewed employment equity strategy for the public service sector that included a detailed implementation and monitoring plan. A program was sponsored in which students submitted works of art showing how promoting human rights can help prevent bullying, discrimination, and homophobia. The Commission lobbied the government to introduce legislation to end discrimination faced by people living in poverty and those who use assistive animals. A guide was published to assist employers in developing and implementing anti-harassment policies. The Commission's public interest program produced three research reports. The complaints process is described, and statistics for the year 2000-01 are presented. Sidebars describe cases the Commission pursued. (TD)

Secondary Education; *Student College Relationship; Student Financial Aid
IDENTIFIERS- ERIC Digests; *Latinos

The Latino population of the United States has grown dramatically in recent years, but Latino postsecondary participation and graduation rates have not increased. In 1998, only 7 percent of Mexican Americans (11 percent of all Latinos) held college degrees, versus 25 percent of the total U.S. population. This digest reviews the research on institutional and other factors that may influence the postsecondary success of Latino students. First, Latino high school students have lower academic achievement and graduation rates than do Whites or Blacks. Academic and social support at the secondary level can boost Latino college attendance. Second, the academic and social climate in higher education institutions can support or hinder academic success for Mexican American and other Latino students. Inclusive institutional climates that help students retain their cultural identity while developing a sense of belonging improve students' chances of persisting through college. Third, student financial aid programs positively influence college participation and completion rates, especially among low-income underrepresented groups. Finally, Latino students often lack the information necessary to consider postsecondary participation. Access to information about admissions, financial aid, preparation for entrance exams, services, and other resources can increase Latino participation. (Contains 26 references.) (SV)

ED 459 039 RC 023 248

Fox, Sandra J.
American Indian/Alaska Native Education and Standards-Based Reform. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Standards; *Accountability; *American Indian Education; Culturally Relevant Education; *Educational Change; Elementary Secondary Education; High Stakes Tests; Test Bias
IDENTIFIERS- American Indian Students; ERIC Digests

This digest summarizes potential benefits of standards-based reform and areas of concern for schools serving American Indian and Alaska Native students. Content standards may benefit Indian education by creating a more common curriculum, providing a focus for improving teaching and learning, and promoting a more holistic, active-learning sort of pedagogy. Various states have sought input from Indian educators about the appropriateness of standards for Indian students or have allowed development of culturally relevant local standards. Nevertheless, the potential benefits of standards will not be realized if the instruction that Indian students receive is inadequate or if the standards are irrelevant to Indian students. Standards-based reform emphasizes testing what is taught. States that use performance-based assessment and multiple measures can avoid or reduce cultural bias in testing. Unfortunately, most states continue to rely on standardized, norm-referenced, or multiple-choice tests, which are thought to youth behaviors in the areas of motor vehicle safety, weapons, violence, suicide, current and lifetime tobacco use, current and lifetime drug and alcohol use, substance use on school property, sexuality, nutrition, and physical activity. This report presents the findings by gender and grade (grades 9-12) and compares them with findings from 1997 and 1994 surveys. Students surveyed in 2001 were more likely than students in 1997 and 1994 to wear seat belts, use condoms, attend a physical education class, think they were overweight, and attempt to lose weight. Students surveyed in 2001 were less likely than students in 1997 or 1994 to: ride with a drinking driver; seriously consider suicide; smoke cigarettes; use smokeless tobacco; drink alcohol; use marijuana; use inhalants; or have had sexual intercourse with four or more sex partners. Thirty data tables present findings. (TD)

ED 459 057 RC 023 277

Stephens, E. Robert; Collins, Tim; Stern, Joyce; Sanders, John R.
Milestones in Rural Education, 1950-2000. A SERVE Special Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Involvement; Consolidated Schools; Education Work Relationship; *Educational Equity (Finance); *Educational History; Educational Policy; Educational Research; *Educational Trends; Elementary Secondary Education; Politics of Education; *Public Policy; *Role of Education; *Rural Education; School District Autonomy

This analysis is organized by decades, 1950s-1990s. In each decade, a context is presented for summarizing general information on broad education events that also affected rural areas and schools. Next, policies are outlined that were directed at or had a significant impact on rural education at the federal and then the state level. State-level policies with national significance are included. Research that specifically focused on rural education is also described. Finally, other critical developments that significantly affected rural education in that decade are listed. Each milestone is followed by a brief statement of rationale for inclusion. Those interested in rural schools have much to celebrate when they review the milestones of the past 50 years, including the virtual demise of mandated school district reorganization; the development of many state policy strategies to address issues of funding adequacy and equity, as well as quality educational programs; the growing body of additive, policy-relevant research; the increasing professionalization of rural policymakers, educators, and researchers; the growth of rural special interest groups at the national and state levels; the resurgence of local citizens seeking to play an active role in their schools; and the slow, inexorable establishment of precedence favorable to rural schools in federal laws and policy. The continuing struggle of rural residents to provide a quality education for their children, despite obstacles, has helped make these milestones possible. (Contains 21 references.) (TD)

ED 459 058 SE 065 267

proximity, family obligations, or inconvenience of transportation. However, with the incorporation of technology in Texas school systems, these teachers would have the means to participate in a computer-based mathematics course designed to help them prepare for the certification exams. In this paper, the authors discuss the development of a computer-based College Algebra course and related issues such as generic (text-independent) content, Web-based delivery formats and web publishing software. (Author)

ED 459 079 SE 065 504

Fitzkee, Thomas L.
Can You Beat the SC Tuition Prepayment Program?
PUB DATE- 01
NOTE- 13p.; Paper presented at the Annual Meeting of the International Conference on Technology in Collegiate Mathematics (13th, Atlanta, GA, November 16-19, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Algebra; Higher Education; *Interest (Finance); *Mathematics Activities; *Mathematics Instruction; Problem Solving; Secondary Education
IDENTIFIERS- *Tuition Prepayment

This paper consists of a learning unit for college algebra in which the problem presents three different payment plans for a tuition plan to pay for college expenses. The details of each payment plan are presented, each followed by several exercises so that comparisons of the results can be made across payment plans. (MM)

ED 459 080 SE 065 505

Farris, Mark
Coping with Multiple Calculator Models in College Algebra.
PUB DATE- 01
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Algebra; *Graphing Calculators; Higher Education; Mathematics Education; *Regression (Statistics); Statistical Analysis

New models of graphing calculators arrive on a regular basis. Texas Instruments alone introduced 8 models in a 10 year period. At many schools it is impractical or impossible to have every student use the same model and often different brands as well as different models are used in the same classroom. This situation brings about both advantages and disadvantages for a college algebra instructor. Calculators differ in how they handle the order of operation and in the number of pixels in the graphical display. When instructors are aware of these differences, they can use the calculators to provide instruction on concepts such as appropriate use of parentheses, aspect ratios, and vertical asymptotes. Specific examples are given. Scatterplots and regression analysis are now common in college algebra textbooks. Producing these on a calculator is a relatively complicated procedure compared to the usual types of calculations students are expected to do. Teaching this to students can be handled by using a general procedure given at a level that works on any model accompanied by more specific

Children" (Janice N. Killian); "Instrumental Student Motivation: An Exploratory Study" (Man Lin Chang; Eugenia Costa-Giomi); "Toward a Black Aesthetic: The Effect of Race on Preference and Perception of Selected Popular Music" (Steven J. Morrison); and "Suitability of a Personal Heart Rate Monitor for Use in Music Research" (Albert LeBlanc; Patricia Shehan Campbell; Peggy Codding). Articles in Number 31 are: "Devices for Recording Ongoing Responses to Music in Education and Therapy" (William E. Fredrickson); "The Effect of Time Factors and Learning on Singers' Preference for Selected Choral Reper

ED 459 097 SO 033 049

Hylton, John B., Ed.; Bergee, Martin J., Ed.; Robinson, Charles R., Ed.; Fredrickson, William E., Ed.
Missouri Journal of Research in Music Education, 1995-2000.
PUB DATE- 00
NOTE- 421p.; For other issues of this journal, see SO 033 038-043. Some text may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Abstracts; *Applied Music; Classroom Techniques; Elementary Secondary Education; Higher Education; *Music Activities; *Music Education; Music Teachers
IDENTIFIERS- Missouri

This journal is devoted to the needs and interests of the school and college music teachers of Missouri and the United States. Articles in Number 32 are: "Developing Writing-Across-the-Curriculum Projects in Eighth Grade Band: An Observational Case Study" (Martin J. Bergee; Judith L. Crawford); "Student Teaching Programs in Music Education at Missouri Institutions of Higher Learning" (Norma McClellan); and "Approaches to Score Marking by Undergraduate and Graduate Choral Conducting Students" (Thomas R. Wine). Articles in Number 33 are: "Comparison of an Activity- versus Non-activity-based approach for Teaching Youth Choir Solfege Classes" (Suzanne Rita Byrnes); "The Effect of Listening to a Concert Recording on Singer' Self-Evaluation of Choral Performance" (Mark Rohwer); and "The Effect of Verbal, Written, Gestural, and Choral Stimuli on Singers' Performance Responses to Dynamic Changes in Music" (Julie A. Skadsem). Articles in Number 34 are: "Musicians' and Nonmusicians' Responses to Tension in Grainger's Irish Tune from County Derry" (William E. Fredrickson); "Motivating Factors for Undergraduate Study in Music" (Scott R. Buchanan); "Music Teachers' Opinions of the Use and Effectiveness of Elementary Music Series Books" (Norma D. McClellan); "Music Appreciation "101" University Students' Expectations and Insights" (Randall G. Pembrook); and "The Middle School Honor Choir: Student and Teacher Perceptions" (Sheri L. Neill). Articles in Number 35 are: "Student Initiated Sexual Advances: A Survey of Choral Directors in Missouri Secondary Schools" (Jeffrey L. Sandquist); "Self-Perceptions of Singing Ability for the Adult Self-Proclaimed, Nonsinger" (Brenda Austin Wheaton); "A Comparison of Expectations and Insights from Students in Different Types of Music Appreciation Courses" (Randall G. Pembrook); and "The Missouri Fine Arts Academy: Students' Opinions Regarding Achievement and Arts Education" (Norma McClellan; Daryl Pauly). Articles in Number 36 are: "Relationship of Music Training to the Creation and Recognition Training to the Creation and Recognition of Musical Performances Using Midi Keyboard Technology" (Christopher M. Johnson; Wendy L. Sims); "Choral Literature Selected for Performance in State Concert/Sightreading Contests" (Earlene social studies, environmental sciences, and writing. The accompanying idea book provides teachers with previewing, viewing, and post-viewing activities, as well as a vocabulary list. (BT)

ED 459 120 SO 033 315

Fifty Years of the European Convention on Human Rights.
PUB DATE- 00
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Civil Liberties; Foreign Countries; Global Approach; *International Organizations; *Nongovernmental Organizations
IDENTIFIERS- Council of Europe (France); *European Convention on Human Rights; *Global Issues; Human Rights Reporting

This booklet is intended as the nongovernmental organization's (NGO's) contribution to the celebration of the 50th anniversary of the European Convention on Human Rights (ECHR). Its aim is to bear witness to the commitment of the NGOs having consultative status with the Council of Europe, and to all that they have done to make known, put into practice, and develop the definitions and guarantees of human rights offered by the Convention. The booklet is divided into two parts. Part 1 contains: "Introduction"; "The Council of Europe and Human Rights"; "The Council of Europe and Non-Governmental Organisations (NGOs)"; "The Council of Europe and the European Convention on Human Rights"; "The European Court of Human Rights"; "Other Human Rights Instruments"; "Intergovernmental Activities in the Field of Human Rights"; "The Steering Committee for Equality between Women and Men"; "The Results of Fifty Years' Functioning of the Convention"; "The Human Rights Commissioner"; "Education and Information about the Convention"; "Action Taken by the NGOs Granted Consultative Status"; "Procedure Governing Individual Applications to the European Court of Human Rights"; and "Rene Cassin One of the Leading Figures behind the Convention." Part 2 contains: "Overview of Some of the Main Articles of the Convention"; and "Conclusion." Contains list of Web sites, addresses, abbreviations, and map of the member states of the Council of Europe. (BT)

ED 459 121 SO 033 420

Jules, Didacus; Miller, Errol; Armstrong, L. Ancilla
A Caribbean Education Strategy.
PUB DATE- 00
NOTE- 108p.; Prepared with contributions from Ralph Romain, Juliet Litterer, Kin Bing Wu, Jacob Bregman, and Alberto Rodriguez.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Change; *Educational Improvement; Elementary Secondary Education; Financial Needs; Foreign Countries; *Geographic Regions
IDENTIFIERS- *Caribbean; Development Education

The 20 member countries of the Caribbean Group for Cooperation and Development (CGCED) share with the rest of the world the common goals of reforming their education systems to equip

Larson, Kathlene
Promoting Healthy Youth, Schools, and Communities: A Guide to Community-School Health Advisory Councils.
PUB DATE- 99
NOTE- 168p.; The accompanying disk, "Community School Health Advisory Council Transparencies," is not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Advisory Committees; *Comprehensive School Health Education; Elementary Secondary Education; Health Promotion; Partnerships in Education; Planning; *School Community Programs; *School Health Services

This guide presents a five-step approach to planning, conducting, and evaluating a community-school health advisory council. The five steps are: (1) convening an advisory council (learning about community-school health advisory councils, obtaining support from the school district, identifying potential members, organizing and conducting the first meeting, and following up); (2) creating a vision and building ownership (planning the next meeting to create a vision, establishing ground rules, and developing a vision); (3) developing an action plan (planning the next meeting on writing an action plan, confirming the council's vision, describing the relationship of change and planning, and writing an action plan); (4) taking action and getting results (designing a structure for the council's work, creating a plan for marketing the council's efforts, and handling conflict); and (5) maintaining momentum (evaluating the council's efforts, holding an annual renewal meeting, revitalizing council membership, expanding school health improvement efforts, and considering conducting a needs assessment). Six appendixes present: "Improving School Health: A Guide to School Health Councils"; a meeting planner; scripts and transparencies; "School Health Programs: An Investment in Our Nation's Future"; an agenda for future meetings; and information on conducting a needs assessment. A disk is included in order to print out transparencies. (Contains 20 references.) (SM)

ED 459 141 SP 039 930

Dottin, Erskine S.
The Development of a Conceptual Framework: The Stimulation for Coherence and Continuous Improvement in Teacher Education.
PUB DATE- 01
NOTE- 104p.; Published by University Press of America.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accreditation (Institutions); *Educational Improvement; Elementary Secondary Education; Higher Education; *National Standards; *Preservice Teacher Education
IDENTIFIERS- *Conceptual Frameworks

This book explains the history of the conceptual framework and discusses its elements, posing critical questions that guide teacher educators in developing and/or reassessing conceptual frameworks. The conceptual framework serves as a means for understanding the purposes, learning expectations, and quality assessments of teacher education programs. It facilitates the aligning teacher education courses with tough state academic standards; and teacher sanctions and rewards based on test scores. (SM)

ED 459 160 SP 040 384

Curtis-Pierce, Ellen
California's Initiative To Attract Highly Qualified Teachers into Low Performing Schools.
PUB DATE- 01
NOTE- 5p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (54th, New York, NY, February 23-26, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Accountability; Beginning Teachers; Educational Finance; Educational Quality; Elementary Secondary Education; *Fellowships; Graduate Study; Higher Education; *Low Achievement; Preservice Teacher Education; State Government; *Teacher Certification; *Teacher Competencies; *Teacher Recruitment; Teacher Shortage; Teaching Skills
IDENTIFIERS- *California

The California Governor's Teaching Fellowship is a multi-year, statewide initiative designed to recruit more teachers into the profession. It offers competitive, merit-based awards to encourage highly qualified prospective teachers to work in low-performing schools for 4 years after attaining teaching credentials. Administered by California State University, the fellowships provide $20,000 to help pay education and living expenses during enrollment in continuous, full-time, post-baccalaureate teacher education. The impetus for this initiative is rooted in research which consistently shows that teacher quality has more of an impact on student achievement than any other single factor. California data show that schools serving the neediest students are likely to have substantial proportions of underqualified staff. As the student population becomes increasingly diverse, teachers must learn how to effectively serve student needs (through new models of induction and ongoing professional development). In an atmosphere of heightened accountability, there is tension between the public's legitimate need to know and the school's legitimate need to explore its own performance. Data from the first 18 months of the initiative validate its merits. Many of the first group of 250 students have completed their credential programs and are now teaching in low-performing California schools. (SM)

ED 459 161 SP 040 385

Smith, Karan B.; Shotsberger, Paul G.
Web-Based Teacher Education: Improving Communication and Professional Knowledge in Preservice and Inservice Teacher Training.
PUB DATE- 01
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computer Uses in Education; Higher Education;

explore the relationships among self, others, and pedagogical theories and practices. The 12 chapters are: (1) "Introductory Lecture: Directing a Semester's Learning"; (2) "First Week" (with Crystal L. Hicks); (3) "Experience Experiments" (with Tracy L. Burns); (4) "Drawing Ideas" (with Joann Russo); (5) "Role-Playing" (with Stephen E. Trois and Shaari R. Mersack); (6) "Human Dominoes" (with Shawn Poole and Tracy A. Heal); (7) "Midterm Paper: The Problem of Realness"; (8) "Superteacher Meets Blue Orange" (with Bryant V. Chavous); (9) "Three Voices" (with Hollie Gilchrist); (10) "The Structure of Freedom in the Classroom"; (11) "The Artist and the Gardener" (with Rachel Allender and Jennifer Pakola); and (12) "Gestalt Theory for Teachers" (Jerome S. Allender and Donna Sclarow Allender). (SM)

ED 459 180 SP 040 413

Goodman, Joan F.; Lesnick, Howard
The Moral Stake in Education: Contested Premises and Practices.
PUB DATE- 01
NOTE- 304p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; Elementary Secondary Education; *Ethical Instruction; Higher Education; Moral Development; *Moral Values; Preservice Teacher Education; Student Responsibility; Teacher Responsibility; Value Judgment; *Values Education
IDENTIFIERS- Virtues

This book offers preservice and inservice teachers an examination of ethics and a number of philosophies on how to teach morality. It discusses he extent to which teaching is intertwined with moral issues and explores the fundamental concepts of morality and virtue. It also explores the various and occasionally conflicting viewpoints on moral development and moral education and looks at how each morality should be taught. Each chapter is divided into a section which discusses classroom situations, a section which probes beliefs and assumptions behind universities' moral policies, and a section which offers classical and contemporary writing supporting each chapter's topic. There are nine chapters in four parts. Part 1, "Introduction," features (1) "Overview of the Book" and (2) "School: A Moral Thicket." Part 2, "The Moral as a Concept," includes (3) "The Grammar of Morality" and (4) "The Nature and Sources of Moral Judgements." Part 3, "The Content of Morality," includes (5) "The Good at School: A 'Swarm of Virtues?'"; (6) "The Accountability of Teachers and Administrators"; and (7) "When Values Collide." Part 4, "The Pedagogy of Moral Education," includes (8) "Pedagogical Preferences and Their Sources" and (9) "Forging a Moral Identity." (Contains 174 references.) (SM)

ED 459 181 SP 040 614

Bolomey, Antonieta; Munoz-Lopez, Rosie; Ramirez-Garnica, Gabriela; Ramos, Flavia S.
Nosotras viviremos. Los consejos: Un manual de capacitacion para trabajar con madres latinas campesinas (A Capacity Building Training Manual for Working with Latina Farmworking Mothers and Mentors of Girls).
SPONS. AGENCY- Center for Chronic Disease Prevention and Health Promotion (DHHS/CDC), Atlanta, GA. Adolescent and School Health

models were fit to the polychoric correlation matrix and the matrix of asymptotic variances and covariances. PRELIS 2 was used to estimate the correlation matrix and the asymptotic variances and covariances of the examined indicators; LISREL 8 was used to perform confirmatory factor analysis (K. Joreskog and D. Sorbom, 1996). Results indicate that while the factors comprising the APIEL R are valid across groups, examinees did not interpret the content of indicators equivalently across groups. The paper discusses limitations of this research and next steps to take. (Contains 2 figures, 4 tables, and 19 references.) (Author/SLD)

ED 459 200 TM 033 497

Milewski, Glenn B.; Patelis, Thanos
Measuring Knowledge of Introductory Psychology: What Are the Relevant Constructs?
PUB DATE- 01
NOTE- 31p.; Paper presented at the Annual Meeting of the American Psychological Association (109th, San Francisco, CA, August 24-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Advanced Placement; *Factor Structure; Goodness of Fit; *High School Students; High Schools; *Psychology; Test Content; Test Items
IDENTIFIERS- *Advanced Placement Examinations (CEEB); Confirmatory Factor Analysis

The 1999 Advanced Placement R (AP R Psychology Examination contains items drawn from 13 factors related to the study of psychology. This factor structure had not been explored previously. This study focuses on evaluating the fit of confirmatory factor analysis (CFA) models to examination items. Since examination items were dichotomous and polytomous, the CFA models were fit to polychoric correlation matrices using weighted least squares with the inverted matrix of asymptotic variance/covariance estimates serving as the weight matrix (W-1). A rationale for using this method is provided. The correlations among items, as well as their asymptotic variances and covariances, were estimated with PRELIS 2.3, and the CFA was performed with LISREL 8.3 (K. Joreskog and D. Sorbom, 1999). Results indicate that the proposed CFA models fit the data well, which suggests that the theoretical factor structure of the examination is plausible. The paper discusses limitations and next steps. (Contains 1 table, 13 figures, and 25 references.) (Author/SLD)

ED 459 201 TM 033 498

Anderson, Patrick L.; Cotton, Christopher S.
Failing Schools in Michigan: The Surprising Scale.
PUB DATE- 01
NOTE- 40p.; Prepared by Anderson Economic Group, part of BBK Ltd., for Choices for Children.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Failure; Elementary Secondary Education; *Low Achievement; Poverty; Rating Scales; Rural Schools; *School Districts; Suburban Schools; Urban Schools
IDENTIFIERS- *Michigan

PUB DATE- 02
NOTE- 137p.; Foreword by Robert E. Slavin.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; *After School Programs; Community Programs; Elementary Secondary Education; *Enrichment Activities; Language Arts; Program Development; Program Effectiveness; Program Evaluation; Reading Skills; Study Skills; Tutoring

Through a comprehensive review of various afterschool programs across the United States, this resource provides a practical overview of the research and best practices that can be easily adapted and applied in the development of highly effective afterschool programs. chapters focus on: (1) "Why Afterschool Programs?" (benefits, challenges, and functions, research methodology, types of programs, and program evaluation); (2) "Language Arts Afterschool Programs" (e.g., extended-day tutoring and the Coca-Cola Valued Youth Program); (3) "Enrichment Afterschool Programs" (e.g., Hands On Science Outreach and the Imaginitis Learning System); (4) "Tutoring Programs to Improve Reading and Study Skills Programs" (e.g., Book Buddies and Early Identification Programs); (5) "Community-Based Afterschool Programs" (e.g., Big Brothers Big Sisters of America and Police Athletic League); (6) "How to Create an Afterschool Program: From Conception to Implementation" (e.g., assessing the situation, creating the components, and training the service providers); (7) "Evaluation" (e.g., why evaluation is important, effective evaluations, and creating a solid evaluation infrastructure); and (8) "Conclusions and Implications: What Works" (patterns of success among the programs and barriers to participation). A list of resources is included. (Contains 143 references.) (SM)

ED 459 220 UD 034 472

Summary of the Nation. Ed Watch Online.
SPONS. AGENCY- Carnegie Corp. of New York, NY.
PUB DATE- 01
NOTE- 26p.; Also supported by the Washington Mutual Foundation. For the State Summaries, see UD 034 473-523.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *Black Students; Curriculum; Educational Attainment; Educational Finance; Elementary Secondary Education; Equal Education; *Hispanic American Students; Mathematics Achievement; Minority Group Children; *Poverty; *Racial Differences; Reading Achievement; Science Achievement; Special Needs Students; Tables (Data); Teacher Effectiveness; Teaching Skills; White Students
IDENTIFIERS- African Americans; Latinos; National Assessment of Educational Progress

This report provides data on the academic achievement gap that separates low-income and minority students from other students, examining how well different groups of students perform nationally and noting inequities in teacher quality, course offerings, and funding. Included are tables and data that provide: a frontier gap analysis (a comparison of states to the leaders in achievement and gap closing); student profile (the demographic distribution of youth in each state); state

SPONS. AGENCY- Carnegie Corp. of New York, NY.
PUB DATE- 01
NOTE- 27p.; Also supported by the Washington Mutual Foundation. For the other State Summaries, see UD 034 473-523. For the Summary of the Nation, see UD 034 472. For the other State Summaries, see UD 034 473-523. For the Summary of the Nation, see UD 034 472.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *Black Students; Curriculum; Educational Attainment; Educational Finance; Elementary Secondary Education; Equal Education; *Hispanic American Students; Mathematics Achievement; Minority Group Children; *Poverty; *Racial Differences; Reading Achievement; Science Achievement; Special Needs Students; Tables (Data); Teacher Effectiveness; Teaching Skills; White Students
IDENTIFIERS- African Americans; Kentucky; Latinos; National Assessment of Educational Progress

This report provides data on the academic achievement gap that separates low-income and minority students from other students, examining how well different groups of students perform in Kentucky and noting inequities in teacher quality, course offerings, and funding. Included are tables and data that provide: a frontier gap analysis (a comparison of Kentucky to the leaders in achievement and gap closing); student profile (the demographic distribution of youth in Kentucky); state performance (academic achievement and educational attainment); opportunity (well prepared teachers, challenging curricula, special student placements, effective instruction, and annual per pupil investments); minority achievement gains, state by state; and analysis of minority-white achievement gaps by subject area and grade level. African American 8th graders in Kentucky score about 2 years behind white 8th graders in the state in reading, writing, math, and science. Hispanic 8th graders in the state score more than 3 years behind white 8th graders in the state in science, and more than 2 years behind in writing. The state's poor/non-poor achievement gap would close for 8th graders in science if poor students in Kentucky scored as well as poor students in North Dakota. (Contains 24 references.) (SM)

ED 459 239 UD 034 491

State Summary of Louisiana. Ed Watch Online.
SPONS. AGENCY- Carnegie Corp. of New York, NY.
PUB DATE- 01
NOTE- 27p.; Also supported by the Washington Mutual Foundation. For the other State Summaries, see UD 034 473-523. For the Summary of the Nation, see UD 034 472.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *Black Students; Curriculum; Educational Attainment; Educational Finance; Elementary Secondary Education; Equal Education; *Hispanic American Students; Mathematics Achievement; Minority Group Children; *Poverty; *Racial Differences; Reading Achievement; Science Achievement; Special Needs Students; Tables (Data); Teacher Effectiveness; Teaching Skills; White Students
IDENTIFIERS- African Americans; Latinos; Louisiana; National Assessment of Educational Progress

This report provides data on the academic achievement gap that separates low-income and minority students from other students,

Educational Progress; Ohio

This report provides data on the academic achievement gap that separates low-income and minority students from other students, examining how well different groups of students perform in Ohio and noting inequities in teacher quality, course offerings, and funding. Included are tables and data that provide: a frontier gap analysis (a comparison of Ohio to the leaders in achievement and gap closing); student profile (the demographic distribution of youth in Ohio); state performance (academic achievement as measured by college admissions tests and educational attainment); opportunity (well prepared teachers, challenging curricula, special student placements, effective instruction, and annual per pupil investments); minority achievement gains, state by state; and analysis of minority-white achievement gaps by subject area and grade level. Student achievement data are based on the National Assessment of Educational Progress (NAEP). Because Ohio has not participated in any of the NAEP tests since 1992, it is impossible to provide a complete profile of student achievement in Ohio. (Contains 24 references.) (SM)

ED 459 257 UD 034 509

State Summary of Oklahoma. Ed Watch Online.
SPONS. AGENCY- Carnegie Corp. of New York, NY.
PUB DATE- 01
NOTE- 27p.; Also supported by the Washington Mutual Foundation. For the other State Summaries, see UD 034 472-523. For the Summary of the Nation, see UD 034 472.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *Black Students; Curriculum; Educational Attainment; Educational Finance; Elementary Secondary Education; Equal Education; *Hispanic American Students; Mathematics Achievement; Minority Group Children; *Poverty; *Racial Differences; Reading Achievement; Science Achievement; Special Needs Students; Tables (Data); Teacher Effectiveness; Teaching Skills; White Students
IDENTIFIERS- African Americans; Latinos; National Assessment of Educational Progress; Oklahoma

This report provides data on the academic achievement gap that separates low-income and minority students from other students, examining how well different groups of students perform in Oklahoma and noting inequities in teacher quality, course offerings, and funding. Included are tables and data that provide: a frontier gap analysis (a comparison of Oklahoma to the leaders in achievement and gap closing); student profile (the demographic distribution of youth in Oklahoma); state performance (academic achievement and educational attainment); opportunity (well prepared teachers, challenging curricula, special student placements, effective instruction, and annual per pupil investments); minority achievement gains, state by state; and analysis of minority-white achievement gaps by subject area and grade level. Student achievement data are based on the National Assessment of Educational Progress (NAEP). Because Oklahoma did not participate in of the 1994 and 1996 NAEP, it is impossible to provide a complete profile of student achievement in Oklahoma. Based on 1998 evaluations, 8th graders from low-income families in Oklahoma out-perform low-income 8th graders in all other states. Hispanic and African American 8th graders in Oklahoma score more than 2 years behind white 8th graders in the state in writing, and more than 1 year behind in reading. (Contains 24 references.) (SM)

(4) "The Partnership for Family Reading"; (5) "The Women of Family Reading"; (6) "Voices of Mothers"; (7) "Literacy Resources in the Home Environment"; (8) "Home and School Relationships"; (9) "Teachers as Family Literacy Learners"; (10) "Reflections on Gender, Class, and Race"; (11) "Small Wins and Large Circumstances"; and (12) "What's in a Name?" The author provides a list of children's books most frequently used in the Partnership for Family Reading program. (Contains 146 references.) (SM)

ED 459 276 UD 034 574

McCarthy-Tucker, Sherri; Waters, Thomas Franklin; Little, Augustus
Psychologists in Partnership with Criminal Justice in American Public Schools: A Match Made in Heaven or a Marriage from Hell?
PUB DATE- 01
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Environment; *Classroom Techniques; Computer Uses in Education; Discipline; Elementary Education; *Faculty Development; High Risk Students; Instructional Leadership; Interpersonal Communication; *Partnerships in Education; Psychologists; Public Schools; *Student Behavior; Teacher Student Relationship; Teachers
IDENTIFIERS- Arizona; Criminal Justice

This report describes the impact of a professional development workshop, Five Keys to Successfully Managing Classrooms, designed to help teachers work with at-risk students and better manage problem behaviors in the classroom. The activity was led by an interdisciplinary team of experts in psychology, instructional leadership, and criminal justice who introduced techniques and practices to facilitate improved classroom management. The workshops involved assessing current needs and connecting to technology; communicating to enhance classroom climate and student success; identifying and intervening with substance abuse, domestic violence, gangs, and other disruptive events; maximizing classroom effectiveness through procedures and routines to increase motivation and achievement; and reviewing successes and sustaining gains. Approximately 60 elementary teachers, teacher aides, and administrators from 4 Arizona schools participated in the workshops, which were delivered in 2 half-day segments, approximately 1 month apart. Data from participant interviews, reports, and feedback indicated that participants considered the training beneficial and felt more confident and capable of managing problem behaviors and utilizing effective strategies after the workshop. However, even after the training, teachers still needed additional assistance in utilizing community resources to handle such issues as gang involvement and substance abuse. A complete description of the workshops is appended. (Contains 30 references.) (SM)

ED 459 277 UD 034 575

Sustaining School-Community Partnerships To Enhance Outcomes for Children and Youth: A Guidebook and Tool Kit.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.; Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Mental Health Services.
PUB DATE- 01

IDENTIFIERS- *Michigan

This document examines legal issues regarding the education and rights of lesbian, gay, bisexual, and transgender (LGBT) students and the responsibilities of school personnel to protect them. Part 1, "Issues of Freedom," discusses whether students have the right to form LGBT student groups, to express their points of view on LGBT issues, to post relevant information on student bulletin boards, to access LGBT information in school libraries, to raise LGBT issues relevant to classroom discussions, and to take same-gender dates to school functions. Part 2, "Issues of Equality and Safety," discusses whether the Equal Protection clause of the 14th Amendment protects LGBT students from harassment, how the law defines sexual discrimination and harassment, types of conduct considered sexual harassment, whether schools are liable for peer sexual harassment of LGBT students at school, whether school personnel must report abuse or neglect of LGBT students at home, and whether schools are required to have sexual harassment policies. Part 3, "Suggestions for School Personnel," includes making appreciation for diversity and respect for all part of the school mission statement and establishing a peer counseling or support group for LGBT students and their supportive friends. A model anti-harassment policy is provided. (SM)

ED 459 296 UD 034 597

Danziger, Sheldon
After Welfare Reform and an Economic Boom: Why Is Child Poverty Still So Much Higher in the U.S. Than in Europe?
PUB DATE- 01
NOTE- 24p.; Paper presented at the Annual Meeting of the Foundation for International Studies on Social Security (8th, Sigtuna, Sweden, June 16-19,2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Welfare; *Children; Family Income; Foreign Countries; *Poverty; *Public Policy; *Welfare Services
IDENTIFIERS- Europe; Personal Responsibility and Work Opp Recon Act; Welfare Reform

This paper argues that the U.S.'s experience during the economic boom of the 1990s, together with its choices concerning social welfare policies, imply that child poverty in the United States will be much higher than that in most European countries. It hypothesizes that Americans reveal their preferences about the extent of poverty they are willing to tolerate through their public policy choices. Poverty is not very high on their agenda, and they are content to live in a society that has more economic hardship than most Europeans would tolerate. Poverty is high in the United States because Americans want to increase work among the poor and give themselves tax cuts more than they want to reduce poverty. The paper reviews the major welfare reform proposals put forward after the 1960s, emphasizing the rise and fall of poverty reduction as a social policy and the emergence of personal responsibility as the replacement goal. It suggests that if poverty is to be significantly reduced in the near term, people must demonstrate a greater willingness to spend public funds to help turn a cash-based safety net into a work-oriented safety net. (Contains 30 references.) (SM)

ED 459 297 UD 034 598

references.) (MES)

ED 458 870 IR 021 022

Byers, Al
Interaction: The Key to Successful Distance Learning.
PUB DATE- 00
NOTE- 9p.; Paper presented at EdMedia 2000: World Conference on Educational Multimedia, Hypermedia and Telecommunications (Montreal, Canada, June 26-July 1, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Mediated Communication; *Cooperative Learning; *Distance Education; Educational Technology; Elementary Secondary Education; *Instructional Design; *Interaction; Interpersonal Communication; World Wide Web
IDENTIFIERS- Collaborative Learning; *Learning Environments; *Web Based Instruction

This paper discusses the impediments to distance education (DE) programs and the critical value of interaction and dialog in DE learning environments. The types of interaction to be considered when designing a DE program are listed, including interaction to increase learning, to increase participation, to develop communication, to receive feedback, to enhance elaboration and retention, to support learning control/self-regulation, to increase motivation, for negotiation and understanding, for team building, for discovery, for exploration, for clarification of understanding, and for closure. The following examples showcasing DE K-12 support curriculum projects from the National Aeronautics and Space Administration (NASA) are discussed with respect to their interaction and collaboration: NASA Quest/Sharing NASA, Learning Technologies Project, and EarthKAM. (Contains 15 references.) (MES)

ED 458 871 IR 021 023

ICT Europe.edu: Information and Communication Technology in European Education Systems. Survey 4.
SPONS. AGENCY- European Commission, Brussels (Belgium).
PUB DATE- 01
NOTE- 165p.; For previous EURYDICE surveys, see ED 437 720, ED 441 076 and ED 455 440.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Technology; Elementary Secondary Education; Foreign Countries; Higher Education; *Information Technology; Inservice Teacher Education; National Programs; Surveys; *Telecommunications; Use Studies
IDENTIFIERS- Europe; European Union; *Technology Implementation; Technology Utilization

This report presents the results of a survey conducted by EURYDICE of 30 countries (i.e., the 15 European Union EU member states, the 3 European Free Trade Association/European Economic Area countries, and the 12 pre-accession countries) that reviewed progress in incorporating information and communication technology (ICT) into national education systems. The survey covers the incorporation of ICT into education systems at all levels, including initial and inservice teacher training, and sets out to answer the following questions: (1)

DESCRIPTORS- Directories; Electronic Publishing; Information Sources; *Libraries; Library Development; Library Science; Library Services; Organizations (Groups); Publications; *Publishing Industry; Reference Materials

This 46th edition of the "Bowker Annual" chronicles another year of rapid evaluation as the library and book trade worlds adapt to the many changes wrought by new technologies. Electronic information is now key to virtually every aspect of both industries, and decisions on its best presentation and organization offer constant challenges and opportunities. As in previous editions, a blend of expert analysis and practical information is assembled in this volume to keep the information professional and up-to-date with developments. The Special Reports in this edition look at four areas of current interest. Thomas A. Peters provides an overview, from a librarian's perspective, of "A Year of Growing Pains for the Electronic Publishing Movement." Janet Swan Hill examines the controversy that surrounds the question of contracting out library services in "Outsourcing: Understanding the Fuss." Ken Haycock reports on a study of how school libraries are making use of Internet content filtering systems, a study that puts particular emphasis on librarians' assessment of the success--or failure--of these systems. Edward J. Valauskas sums up developments in the world of electronic journals and their growing role in information retrieval and scholarship. Also in Part 1, "News of the Year" offers a team of experts' articles on developments in public libraries, school libraries, and publishing. Reports from a score of federal agencies and libraries and national and international organizations round out that section. The year's legislation and regulations affecting libraries and those affecting publishing are examined in Part 2, as are the activities of grant-making and funding programs. Part 3 contains professional information for librarians, including help in finding employment, reports on placements and salaries, and lists of the year's winners of scholarships and awards. A wealth of research and statistics makes up Part 4, from descriptions of noteworthy research projects to detailed data on library acquisition expenditures, prices of materials, and book title output. Reference information in Part 5 ranges from lists of the year's best selling books, most lauded books, and recommended books to such practical information as publisher's World Wide Web addresses and toll-free telephone numbers. Part 6 is a directory of library and publishing organizations at the state, national, and international levels, and includes a multiyear calendar of upcoming events. A glossary of acronyms, index of organizations, and subject index are also provided. (AEF)

ED 458 891 IR 058 402

Barrett, G. Jaia, Ed.
ARL: A Bimonthly Newsletter of Research Library Issues and Actions, 2001.
PUB DATE- 01
NOTE- 90p.; Published bimonthly. For the 1999 issues, see ED 437 979.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Academic Libraries; Electronic Journals; Federal Regulation; Higher Education; Information Services; Libraries; Library Statistics; *Research Libraries; Scholarly Communication; Scholarly Journals
IDENTIFIERS- *Association of Research Libraries; Digitizing

Seventy-eight useable responses were received. Some of the responses were the collective answers of the entire board of trustees at a given institution. No attempt was made to weight these responses differently than those of an individual. Findings of the survey include: (1) 95% felt it was very important or important to work collaboratively with colleges to prepare and coordinate implementation of the system's legislative goals; (2) 81% felt it was very important or important to plan, organize, and coordinate programs to enhance equal access and opportunity; and (3) 54% felt it was very important or important to administer the Florida Virtual Campus. (NB)

ED 458 911 JC 020 023

Wilson, Margaret
Predicting Student Retention and Academic Achievement in Western United States Associate Degree in Nursing Programs.
PUB DATE- 01
NOTE- 201p.; Ed.D. Dissertation, University of Southern California.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Persistence; Associate Degrees; *Community Colleges; Ethnicity; *Labor Force Development; Labor Needs; *Minority Groups; *Nursing; Nursing Education; *School Holding Power; *Student Attrition; Two Year Colleges; Vocational Education; Withdrawal (Education)
IDENTIFIERS- *California

This study addresses the extreme shortage of registered nurses (RNs) in California and the changing demographics of those entering the occupation. It focuses on the issue that racially diverse RN students have shown a significantly lower completion rate than their white counterparts. Since community colleges provide 70% of the hospital-based RN workforce, the study included 6 community colleges with associate degree nursing programs. Questionnaires were used from 211 student participants. The sample demographic was 16% male and 84% female respondents. Forty-five percent of the sample were under 26 years old and 9% were over 40. The ethnicity was as follows: 39% White Non-Hispanic, 28% Hispanic, 9% Black, 1% Native American, 13% Asian, 5% Pacific Islander, and 5% other. Thirty-two percent of the sample declared dependent children. Twenty-nine percent of the sample claimed an income lower than $20,000, while 28% reported income over $50,000. The study found that lower annual income, job hours over 20 per week, English not the native language, birthplace outside the United States, and ethnicity non-Caucasian were factors that correlated significantly with a greater risk for attrition. The study recommends that nursing candidates with low science indices, poor English fluency, and low reading scores should be provided with a concise remediation program and should be mentored consistently. Appendixes include: Consent and Human Rights Forms; Data Collection Instrument; Self-Efficacy Strength Test; Student Perceptual Appraisal; and Outcomes Inventory Form. (Contains 17 tables and approximately 175 references.) (NB)

ED 458 912 JC 020 024

Needs Assessment of the Healthcare Sector in the Washington, D.C., Metropolitan Area. Research Report. Business Needs

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; *After School Programs; Children; Educational Attitudes; Elementary Secondary Education; *Latchkey Children; National Surveys; Public Opinion; *Public Support
IDENTIFIERS- Availability (Programs and Services)

This report summarizes key findings from a 2000 nationwide poll regarding support and demand for after-school programs. Participating in the poll were 800 adults over age 18 who are registered to vote. The findings included the following: (1) 92 percent of respondents agreed that there should be an organized activity/place for children and teens after school every day; (2) even parents who are home when children return from school overwhelmingly (91 percent) agreed that there should be organized activities after school; (3) over 80 percent believed that after-school programs are a necessity; (4) a majority believed there is a lack of availability of after-school programs; (5) two-thirds say children would be better off taking part in a comprehensive after-school program than going home after school; (6) voters say the most important results of after-school programs are: helping working families, providing opportunities to learn and master new skills, and improving academic achievement; (7) a large majority want government to set aside funding for such programs; and (8) 62 percent are willing to pay $100 more per year in state taxes to pay for after-school programs. (EV)

ED 458 932 PS 029 184

Mitchell, Anne; Stoney, Louise; Dichter, Harriet
Financing Child Care in the United States: An Expanded Catalog of Current Strategies. 2001 Edition.
SPONS. AGENCY- Ewing Marion Kauffman Foundation, Kansas City, MO.
PUB DATE- 01
NOTE- 194p.; For 1997 edition, see ED 413 988. Pages in color may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Block Grants; Children; *Day Care; *Day Care Centers; Early Childhood Education; Educational Facilities; Employer Supported Day Care; Federal Aid; *Financial Support; Grants; Income; Partnerships in Education; *Private Financial Support; Program Descriptions; Public Policy; Public Support; Tax Allocation; Tax Credits; Tax Deductions
IDENTIFIERS- Access to Services; Child Care Costs; Gambling; State Lotteries

This catalog provides information on innovative financing strategies, primarily state and community strategies, being used to successfully fund child care in the United States. Four chapters of the catalog are devoted to profiles of 78 programs using the following categories of strategies: (1) "Generating Public Revenue for Child Care," addressing tax- and fee-based approaches, including lotteries and gaming; (2) "Allocating Public Revenues for Child Care," examining ways states allocate existing revenue for child care, including connecting child care to welfare-to-work, education, health, and crime-prevention goals; (3) "Financing Child Care in the Private Sector," focusing on business and labor-initiated programs that improve access to child care and improve quality and supply, and on philanthropic efforts to improve child care and support made, as well as recommendations for state and federal policy action. Appended are lessons from New Mexico's full-day kindergarten campaign based on an interview with the executive director. (Contains 59 references.) (KB)

ED 458 949 PS 029 901

Dowling, Marion
Young Children's Personal, Social and Emotional Development.
PUB DATE- 00
NOTE- 192p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Caregiver Child Relationship; Childhood Needs; Early Childhood Education; *Emotional Development; *Individual Development; Interpersonal Competence; Moral Development; Personal Autonomy; Personality; Self Esteem; *Social Development; Teacher Student Relationship; Theories; Theory Practice Relationship; *Young Children
IDENTIFIERS- Spiritual Development

Based on the view that personal and social development are essential to children's early learning and that personal and social development must be supported by sensitive interventions from adults who understand children's needs, this book presents the theory and practice of personal and social development among young children. Using everyday examples from early years settings, the book shows how children can be helped to develop confidence, social skills, and independence and how early years workers can contribute to this development. Following an introduction on the significance of young children's personal, social, and emotional development, the chapters are: (1) "Confident Children"; (2) "Living and Learning with Others"; (3) "Becoming Independent"; (4) "Emotional Well-Being"; (5) "Dispositions for Learning"; (6) "Moral and Spiritual Development"; (7) "Living in the Wider World"; (8) "Working with Families To Promote Young Children's Personal and Social Development"; and (9) "The Influence of Books and Stories." Each chapter contains suggestions for practice, professional questions for consideration, and references. (KB)

ED 458 950 PS 029 902

Mountain, Lee
Early 3 Rs: How To Lead Beginners into Reading, Writing, and Arithme-TALK.
PUB DATE- 00
NOTE- 176p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Curriculum Enrichment; *Early Childhood Education; *Emergent Literacy; Learning Activities; Mathematics Instruction; Parent Student Relationship; Reading Instruction; School Readiness; Speech Communication; Teacher Student Relationship; Writing Instruction
IDENTIFIERS- *Direct Instruction

Directed to teachers, paraprofessionals, parents, and others interested in giving a young child an early start on the 3 Rs, this book provides easy-to-follow instructions for promoting older. The time spent in nonparental care increases with child's age. Children are more likely to be in two or more nonparental arrangements as they near school entry. Income and parental employment are interrelated factors associated with patterns of early care and education. Tables with basic demographic information about the children and responding parents in the national survey sample are appended. (Contains 12 references.) (KB)

ED 458 967 PS 029 927

Grace and Courtesy: A Human Responsibility. AMI/USA Conference (Oak Brook, Illinois, July 23-26, 1998).
PUB DATE- 99
NOTE- 137p.; "A Montessori Community for Adolescents" copyrighted by Camillo Grazzini and Baiba Krumins G.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Adolescents; Child Development; *Children; Conference Papers; Conferences; Curriculum; *Educational Practices; Elementary Secondary Education; *Montessori Method; Moral Development; Preschool Education; *Responsibility
IDENTIFIERS- *Courtesy; Erdkinder; Montessori Preschools; Montessori Schools

This conference proceedings compile presentations from a 1998 meeting of the American Montessori International of the United States, focusing on the importance of grace and courtesy in children's lives and in Montessori education. The papers presented are: (1) "Grace--The Felicity of Being" (Renilde Montessori); (2) "A Montessori Community for Adolescents" (Camillo Grazzini and Baiba Krumins G.); (3) "My Tribute to Mario Montessori" (Camillo Grazzini); (4) "The Natural Unfolding of Grace and Courtesy in Children under Three Years" (Judi Orion); (5) "Grace and Courtesy for the Primary Child: Theoretical Foundations" (Janet McDonell); (6) "Grace and Courtesy during the Years of Lost Manners" (Allyn Travis); (7) "Growing Responsive Schools: An Evolving Theory of Montessori Administration" (Sharon L. Dubble); (8) "Respect as the Foundation for Grace and Courtesy in the Elementary Classroom" (Laura Smyczek); (9) "A Montessori Erdkinder Program, Practical Considerations" (Peter Gebhardt-Seele); (10) "The Gift of Grace and Courtesy: Revealing the Normalized Community" (Mary Lou Cobb); (11) "Maria Montessori and the Cosmic Creation Story" (Brian Swimme); (12) "The Company of the Elect" (Renilde Montessori); (13) "Peer Mediation--A Useful Tool for Grace and Courtesy in the Elementary Classroom" (Carol Hicks); (14) "Chivalry and the Development of Service" (Margaret E. Stephenson); (15) "The Integration of Cultures: The Montessori Contribution" (Winfried Bohm); (16) "All Day Montessori: The Role of Grace and Courtesy" (Laura Morris); (17) "Grace and Courtesy: A Foundation for Moral Development" (Kay Baker); (18) "The Grace of Music" (Nicole Marchak); (19) "Taking Your School On-Line" (Bruce Marbin); (20) "The Role of the Assistant in a Montessori Classroom" (Sandra Girlato); (21) "Emerging Adolescence: Finding One's Place in the Cosmos" (Patricia Schaefer); (22) "Graceful Passages: Exploring Culture through Literature" (Joen Bettmann); (23) "Community: Valuing People in the Montessori School" (Tom Lepoutre-Postlewaite); and (24) "Education, Ethics and the Family" (Mona Grieser). Some papers contain references. (KB)

ED 458 968 PS 029 928

ED 458 984 PS 029 947

Campbell, Linley
FUNdamental Movement in Early Childhood.
PUB DATE- 01
NOTE- 25p.; Published quarterly. Theme issue.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Health; *Class Activities; Developmentally Appropriate Practices; Early Childhood Education; Games; *Learning Activities; Motor Development; *Movement Education; Physical Education; *Psychomotor Skills; *Skill Development; *Young Children

Noting that the development of fundamental movement skills is basic to children's motor development, this booklet provides a guide for early childhood educators in planning movement experiences for children between 4 and 8 years. The booklet introduces a wide variety of appropriate practices to promote movement skill acquisition and increased physical competence. By focusing on the three fundamental movement skills--stability, locomotor, and manipulative skills--the booklet provides a guide for developing all-rounded movement instruction for young children. Fundamental movement skills are defined and examples of each type of skill are delineated. Activities to develop movement skills are then described, including exploration and problem-solving activities, rhythmical activities, games, and play stations. The booklet also includes tips to help teachers engage and support children's interest in physical activity. The book concludes by noting that offering children opportunities for planned and spontaneous movement experiences will help them develop movement skills which will allow participation in a wide range of sports and activities. (Contains 24 references and a list of 16 resources on movement in early childhood.) (KB)

ED 458 985 PS 029 948

Legg, Chris
When Things Go Wrong: Managing Critical Incidents in Children's Services.
PUB DATE- 01
NOTE- 25p.; First published in 1996 by KU Children's Services as "The Management of Critical Incidents in KU Children's Services Centres." Published quarterly. Theme issue.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrative Policy; Case Studies; Child Safety; *Crisis Management; Early Childhood Education; *Emotional Adjustment; Emotional Experience; *Life Events; Mental Health; Referral; *Risk Management; Well Being; *Young Children
IDENTIFIERS- Critical Events

Critical incidents particular to an individual or family (such as parental divorce or death of a family member) and incidents of

Family Well-Being: 2001 Statewide Summaries.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Washington State Dept. of Social and Health Services, Seattle. Div. of Alcohol and Substance Abuse.; Washington Office of the State Superintendent of Public Instruction, Olympia.
PUB DATE- 01
NOTE- 172p.; For the 1999 edition, see ED 441 575.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Child Abuse; *Child Health; Child Neglect; Child Welfare; *Children; *Counties; Day Care; Delinquency; Demography; Dropout Rate; Early Childhood Education; Early Parenthood; Economic Status; Elementary Secondary Education; Infants; Mathematics Achievement; Poverty; Prenatal Care; Preschool Education; *Social Indicators; State Surveys; Statistical Surveys; Tables (Data); *Well Being
IDENTIFIERS- Arrests; *Indicators; *Washington

These 43 Kids Count summaries, one for each of the state's counties, major metropolitan areas, and the state as a whole, examine trends in the well-being of Washington's children. The summaries each reiterate key statewide trends in the areas of education, child maltreatment, housing affordability, and employment levels, as well as family structure. The summaries then present data for their respective county for the following key indicators: 4th-grade math and reading achievement; child abuse and neglect; inadequate prenatal care; low birth weight; asthma hospitalizations; housing affordability, annual child care costs; average annual wages; and unemployment rate. Whether the data show improvement, worsening, or no change from earlier assessments is also noted. (HTH)

ED 459 004 PS 029 982

Holliday, Albert E., Ed.
School Public Relations Journal, 2001.
PUB DATE- 01
NOTE- 182p.; For 2000 edition, see ED 451 953. Formerly the "Journal of Educational Relations." Published quarterly.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Administrator Role; Administrators; Case Studies; Educational Environment; Elementary Secondary Education; *Family School Relationship; Parent Participation; *Public Relations; *School Community Relationship; Student Needs

This document consists of the four 2001 issues of a journal (formerly "Journal of Educational Relations") published to promote student achievement through positive school-home-community relationships. Articles in the first issue include: "Crossing Basic/Higher Education Boundaries through a School-University Partnership" and "How a Group of Middle School Students Learned To Fail." Articles in the second issue include: "What Should Be the Role of Community in Character Education?" and "Provide School and Community Orientation to Retain Your Teachers and Staff." Articles in the third issue include: "Administrators Need To Study Communication" and "Parent Involvement at an At-Risk School Contributes to Increased Student Achievement." Articles in the fourth issue include the following: "Perspectives on School Public Relations: Challenges Yet To Be Met" and "Special Needs of a Long Distance Commuting Parent with a Family." Each issue also contains a teaching or administrative case study and response,

ED 459 022 RC 023 225

Pathways to Equality: Hearings on Access to Public Education for Aboriginal People. Discussion Paper.
PUB DATE- 01
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *American Indian Education; *Canada Natives; Cultural Awareness; Culturally Relevant Education; *Educational Environment; Elementary Secondary Education; *Equal Education; Foreign Countries; *Hearings; *Participative Decision Making; Racial Discrimination; School Community Relationship
IDENTIFIERS- British Columbia; *Institutional Discrimination

Aboriginal people are not benefiting from the British Columbia school system, as evidenced by their poor performance on basic skills tests, overrepresentation in special education, and low high school completion rates. The British Columbia Human Rights Commission feels that Aboriginal students do not receive an equal education. Through research, public hearings, and follow-up actions, the Commission will identify ways to use its human rights mandate and legislative authority to remove barriers for Aboriginal students in the school system. The intention of the public hearings is to work cooperatively with all education stakeholders to identify and implement solutions to ensure educational equality for Aboriginal students. Educational equity will be achieved when Aboriginal children see themselves and their people reflected in the curriculum, feel a sense of belonging in the school system, and no longer face discrimination; Aboriginal parents are a part of their children's education; Aboriginal communities share control over their children's education; a holistic approach to education is adopted; and non-Aboriginal Canadians understand their country's history regarding Aboriginal people and respect the unique status of Aboriginal people. Key questions for public hearings include: How can the Commission work with education and Aboriginal communities to create an equal education system for Aboriginal students? How can identified barriers be eliminated? What educational barriers have yet to be identified? and Which programs and activities are successful? (Contains 28 endnotes.) (TD)

ED 459 023 RC 023 226

Lewicki, James
100 Days of Learning in Place: How a Small School Utilized "Place-Based" Learning To Master State Academic Standards.
PUB DATE- 00
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Academic Standards; Achievement Gains; *Charter Schools; *Experiential Learning; *Field Instruction; High Schools; *Integrated Curriculum; Interdisciplinary Approach; Mixed Age Grouping; Relevance (Education); Rural Schools; Service Learning; *Small Schools
IDENTIFIERS- Iowa Tests of Educational Development; *Place Based Education; Wisconsin

This report describes the development and implementation of a be biased. Basing decisions about promotion or graduation on inadequate testing measures may prove extremely harmful to Indian students. Holding schools accountable for students' learning is a plus for Indian education, but students in ineffective schools may also suffer. One recommendation is to base accountability on student and school gains rather than on comparisons with other students and schools. Federal and state governments play a crucial role in helping low-performing schools meet standards. (Contains 12 references.) (SV)

ED 459 040 RC 023 249

Sheaff, Katharine
The 2000 Census and Growth Patterns in Rural America. The Main Street Economist: Commentary on the Rural Economy.
PUB DATE- 01
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Census Figures; Demography; Economic Development; *Education Work Relationship; Elementary Secondary Education; *Futures (of Society); Higher Education; Living Standards; *Migration Patterns; *Population Trends; *Rural Areas; Rural Education; *Rural Population
IDENTIFIERS- *Census 2000; Retired Persons

The 2000 Census reveals four patterns of change in rural America. Rural areas in states such as Florida and Arizona are gaining population due to high retiree growth. These areas will experience growth in service sector jobs that have low pay and low educational requirements. Florida and Arizona trail the nation in high school and college graduation rates. States with high retiree growth must balance growth in the service sector with other sectors to maintain high standards of living. Colorado and Washington are typical of states with rural increases in working-age people. Young workers sustain a strong tax base, but their children place demands on schools, which in rural areas may have been losing students. Illinois and Minnesota are good examples of states with dual economies. Rural counties around metro areas experience growth, while others lose population. Policymakers face a dilemma: do they support continued growth of the cities or try to bolster rural growth? States respond to the dual economy problem in different ways, but these states seem determined to prosper without leaving rural places behind. "Rural exodus" states are exemplified by Kansas and North Dakota, where populations are shrinking in most rural counties. Education may be strong in these states, but many good students and entrepreneurs leave their rural hometowns. The lack of entrepreneurial innovation and leadership in these areas makes future economic growth problematic, and the diminishing population results in an eroding tax base that strains public services. (TD)

ED 459 041 RC 023 250

Meehan, Merrill L.; Cowley, Kimberly S.; Whittaker, Denise
Evaluating the Use of Student and Parent GEAR UP Survey Summaries in a Rural, Nine-County Region.
SPONS. AGENCY- Fairmont State Coll., WV.
PUB DATE- 01
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Association (St. Louis, MO, November 7-10, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

Doig, Brian
Summing Up: Australian Numeracy Performances, Practices, Programs and Possibilities.
PUB DATE- 01
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; *Mathematics Instruction; *Numeracy; Sex Differences
IDENTIFIERS- Australia

This document discusses the term 'numeracy' which is also known as 'mathematical literacy' in some parts of the world. In Australia, the term numeracy carries different meanings based on the particular education system, which creates difficulties in both communication and research. The study investigates Australian children's numeracy achievement and describes effective instructional practices in numeracy. Chapters include: (1) "Introduction"; (2) "What Is Numeracy?"; (3) "Performance of Australian Children"; (4) "Practice in Numeracy"; (5) "Programs for Improving Numeracy Learning"; (6) "Possibilities in Numeracy"; and (7) "References." (YDS)

ED 459 059 SE 065 270

Boehm, Josef
Basic Skills and Technology--Not a Contradiction, but a Completion.
PUB DATE- 99
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Basic Skills; Educational Strategies; Elementary Secondary Education; Learning Strategies; *Mathematics Instruction; *Technology

Are certain basic (manipulating and other) skills still necessary in math teaching? This paper provides examples to demonstrate that modern computers and hand-held technologies can be used to encourage students of all levels to practice those skills. The examples have proven to be successful in classrooms, and there are many other possibilities to improve basic ideas in many ways using the features of all resources. (DDR)

ED 459 060 SE 065 271

Heugl, Helmut
The Necessary Fundamental Algebraic Competence in the Age of Computer Algebra Systems.
PUB DATE- 01
NOTE- 37p.; Paper presented at the Austrian Center for Didactics of Computer algebra (ACDCA) Summer Academy (5th, Gosing an der Mariazellerbahn, Austria, August 1999). Produced by ACDCA. For full text: http://www.acdca.ac.at/kongness/goesing/g heug/pdf.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Basic Skills; *Computer Uses in Education; Educational Strategies; Elementary Secondary Education; Foreign Countries; Learning Strategies; *Mathematics Instruction;

details on a case-by-case basis. Breaking the details into pieces makes the regression analysis easier for the students to grasp. (Contains several figures of calculator activity.) (DDR)

ED 459 081 SE 065 506

Krishnamani, Vatsala; Kimmins, Dovie
Using Technology as a Tool in Abstract Algebra and Calculus: The MTSU Experience.
PUB DATE- 01
NOTE- 6p.; Paper presented at the Annual Meeting of the International Conference on Technology in Collegiate Mathematics (7th, Orlando, FL, November 17-20, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Calculus; *Computer Uses in Education; *Educational Technology; Higher Education; Mathematics Curriculum; Mathematics Instruction
IDENTIFIERS- *Abstract Algebra

Recently the Department of Mathematical Sciences at Middle Tennessee State University embarked upon the task of restructuring its undergraduate program. An important component of this restructuring was a recommendation for the use of technology to enhance the teaching and learning process. As a result, technology was rigorously used in the fall of 1993 in abstract algebra and one section of calculus. The authors of this paper were the instructors of these courses, respectively. In the first part of this paper, Dr. Krishnamani discusses the abstract algebra course, emphasizing changes in the method of teaching abstract algebra, the resulting effect on the student learning pattern, and student concerns. In the second part, Dr. Kimmins emphasizes modifications which were made in her approach to the reformed calculus course as the semester progressed. (Author)

ED 459 082 SE 065 515

Lovitt, Charles
Investigations as a Central Focus for a Mathematics Curriculum.
PUB DATE- 99
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Calculators; Elementary Secondary Education; Investigations; *Mathematics Curriculum; Mathematics Instruction; Problem Based Learning; Problem Solving; *Teaching Methods

This paper examines to show how an investigative approach to mathematics teaching can honor its two important dimensions--a thinking and reasoning side to go with the skill development. The paper addresses the question of why a problem solving approach has failed, makes the case for investigations as an overarching organizer, and discusses the make-up of an idealized classroom. (MM)

ED 459 083 SE 065 516

White, Jacci
Online Testing: The Dog Sat on My Keyboard.

Rentz); "Sign Language and Choral Performance: An Exploratory Study of Performer and Audience Attitude" (Suzanne Rita Byrnes; Alice-Ann Darrow; William E. Fredrickson); and "The Influence of Culture on the Emotional Response to Music: An Overview for General Music Teachers" (Wayne E. Goins). Articles in Number 37 are: "A Comparison of Unilateral, Coordinated, and Aural Model Practice Procedures in Learning Piano Music" (Mary J. Tollefson); "A Comparison of the Musical Preferences of Undergraduate Nonmusicians and Baby Boomers" (John Lychner); "The History of the Band Program at Jackson High School, Jackson, Missouri (1920-1998)" (Carol McDowell); and "Effect of Moodstates on Listeners' Response to the Music of Pat Metheny" (Wayne E. Goins). Each issue contains abstracts of studies in music education. (BT)

ED 459 098 SO 033 074

The Arctic National Wildlife Refuge: Many Alternatives and One Choice To Make. Lesson Plan.
PUB DATE- 01
NOTE- 9p.; For other lesson plans, see SO 033 064-079.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Economics Education; *Government Role; High Schools; *Oil; Petroleum Industry; *Physical Environment; Policy Formation; *Public Policy; Social Studies
IDENTIFIERS- *Arctic National Wildlife Refuge; *Energy Policy

The Arctic National Wildlife Refuge (ANWR) is an area of land located in the northeast corner of Alaska within the Arctic Circle that includes a potentially oil-rich coastal plain between the Beaufort Sea, the Brooks Range, and the Prudhoe Bay oil fields. For the past several years, ANWR has also been the location of a national debate over energy policy. There are known oil reserves beneath the coastal plain. How much oil and how much is readily recoverable are unknowns, but the amount is enough to engage the passionate attention of advocates on both sides of the dispute. The debate is whether to drill in ANWR. This lesson plan asks students to first read an objective article from "The Seattle Times" entitled "Refuge in a Storm" which is provided in a handout and can also be accessed online. Then students discuss the background to the ANWR debate in a small group, identifying supporters and opponents of drilling and areas of dispute. The teacher guide contains a sheet entitled "To Drill or Not To Drill?" which samples various opinions on the question. The guide presents an optional extension assignment for large group discussion about whether the attack on the World Trade Center will change the nation's mind about drilling in ANWR. (BT)

ED 459 099 SO 033 075

McNamara, Jeanne
Holiday Market Basket Information. Lesson Plan.
PUB DATE- 01
NOTE- 6p.; For other lesson plans, see SO 033 064-079.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Standards; *Consumer Education; *Cost Indexes; *Economics; *Economics Education; High Schools; *National Standards; Social Studies

Caribbean people for productivity, wealth creation, and social and personal development, and have participated in several regional and global initiatives. This education strategy report provides the framework for educational reform, necessary to address the demands of economic and social transformation in the Caribbean. The report comes in response to a request by CGCED for assistance in preparing a Caribbean Development Strategy to the year 2020 (Vision 2020), in which improving the education system is recognized as being fundamental. The report contains explanatory material, including abbreviations and acronyms, a list of figures, boxes, tables, and maps, and an executive summary. It is divided into four parts: (1) "Introduction" (which includes background, assumptions, key objectives, and limitations); (2) "Achievements, Challenges and Opportunities"; (3) "The Way Forward"; and (4) "External Financing of Education in the Caribbean." It concludes with an epilogue, a 22-item selected bibliography, and an extensive statistical annex. (BT)

ED 459 122 SO 033 422

Abbey, Cherie D., Ed.
Biography Today: Profiles of People of Interest to Young Readers. Sports Series.
PUB DATE- 02
NOTE- 220p.; The Sports Series is published annually. For volumes 3 and 4, in the Sports Series, see ED 427 000 and ED 446 066.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reference Materials - General (130)
DESCRIPTORS- *Athletes; *Athletics; Biographies; Children; Elementary Secondary Education; Readability; *Recognition (Achievement)
IDENTIFIERS- *Biodata; Professional Athletics; Sport History

This book presents biographical profiles of 10 athletes of interest to readers ages 9 and above and was created to appeal to young readers in a format they can enjoy and readily understand. Biographies were prepared after extensive research, and each volume contains a cumulative index, a general index, a place of birth index, and a birthday index. Each profile provides at least one picture of the individual and information on birth, youth, early memories, education, first jobs, marriage and family, career highlights, memorable experiences, hobbies, and honors and awards. All entries end with a list of easily accessible sources designed to lead the student to further reading on the individual. The following athletes appear in Volume 6: Jennifer Capriati (1976-); Stacy Dragila (1971-); Kevin Garnett (1976-); Eddie George (1973-); Alex Rodriguez (1975-); Joe Sakic (1969-); Annika Sorenstam (1970-); Jackie Stiles (1978-); Tiger Woods (Update) (1975-); and Ally Zirkle (1969-). (BT)

ED 459 123 SO 033 424

Money and Politics: Who Owns Democracy? NIF Report on the Issues, 2001.
PUB DATE- 01
NOTE- 31p.; Report prepared by John Doble Research Associates, Inc.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

fashioning of a coherent perspective into a unit by relating its parts into a coherent whole. It establishes the purpose of a unit's efforts in preparing teacher education and school personnel candidates. Chapter 1, "Conceptual Framework: Definitional Considerations," defines a conceptual framework as an underlying structure or system in a professional education unit that gives conceptual meanings to the unit's operations and provides direction for programs, courses, teaching, candidate performance, faculty scholarship and service, and unit accountability. Chapter 2, "The Call for a Conceptual Framework in National Accreditation," discusses themes, metaphors, and models. Chapter 3, "Building a Conceptual Framework," looks at preconditions elements, requisite unit activities, continuous improvement, and tangible National Council for Accreditation of Teacher Education Board of Examiners evidence. Chapter 4, "Putting it All in Place: A Working Framework," discusses the unit vision/theme, knowledge base (initial programs), and long-term goals alignment. (Contains 59 bibliographic references.) (SM)

ED 459 142 SP 040 254

Warner, Jack; Bryan, Clyde
Inside Secrets of Finding a Teaching Job.
PUB DATE- 97
NOTE- 200p.; With Diane Warner. A companion book to "The Unauthorized Teacher's Survival Guide" by the same authors.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; Employment Interviews; Employment Opportunities; *Job Search Methods; Labor Market; Portfolios (Background Materials); Resumes (Personal); *Teacher Selection; *Teaching (Occupation)

This book presents advice from teachers, administrators, and personnel professionals on how to secure a good teaching job. Eight chapters include: (1) "Increasing Your Marketability" (e.g., assessing one's strengths and weaknesses, preparing a mission statement, and creating a portfolio); (2) "Making the Paper Cut" (e.g, screening procedures, teacher-specific resumes, winning applications, impressive cover letters, and sterling references); (3) "Discovering Job Vacancies" (e.g., university career placement centers, job fairs, and the Internet); (4) "Finding the Inside Track" (e.g., becoming an enthusiastic student teacher, school volunteer, substitute, or temporary); (5) "Preparing for the Interview" (e.g., research the community and school district, visit the school, and prepare responses to possible interview questions); (6) "Sharpening Your Personal Appeal" (monitoring one's subtext, dressing and grooming, body language, and voice and speech); (7) "Your Conduct during the Interview" (a positive attitude is the key, questions to ask, and questions to avoid); and (8) "After the Interview" (the thank you letter, follow-up phone calls, and being patient and positive). An appendix presents educator resource organizations. (Contains 29 bibliographic references.) (SM)

ED 459 143 SP 040 357

Fieldgate, Karin, Ed.

Inservice Teacher Education; *Mathematics Education; Preservice Teacher Education; Secondary Education; Secondary School Mathematics; Student Teacher Attitudes; *Teacher Effectiveness; Teaching Methods; *World Wide Web
IDENTIFIERS- Teacher Knowledge; University of North Carolina Wilmington

This study examined changes in prospective teachers' concepts of what constituted effective teaching during a special sequence of senior-level mathematics methods courses that required them to utilize technology in novel ways. Senior-level secondary mathematics education majors used the World Wide Web for research, completing reading assignments, submitting observation forms, and communicating with each other and inservice teachers. Data collection involved interviews, concept maps, written assignments, and questionnaires (conducted three times during the school year). Data analysis examined the impact of Web use on preservice teacher beliefs and actions. Results indicated that appropriate use of the Web had a positive impact on preservice teachers' concepts of effective teaching and the role of technology in instruction. Initially, students were convinced of the importance of technology in mathematics education, though they differed in their familiarity and previous use of specific technologies. Over the course of the year, students gained knowledge about NCTM (National Council of Teachers of Mathematics) standards and the role of technology in secondary mathematics education. They gained confidence in being technology leaders in their schools and became more aware of Web resources available to communicate with other teachers. They came to define effective teachers as having leadership, communication, and interpersonal relationship skills. (SM)

ED 459 162 SP 040 386

Beleu, Steve
Yoga Asanas for the Relief and Prevention of Carpal Tunnel Syndrome.
PUB DATE- 01
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Computers; *Exercise; *Occupational Safety and Health; *Pain
IDENTIFIERS- *Carpal Tunnel Syndrome; Computer Users; Pain Control; *Yoga

This collection of yoga asanas (exercises) can help relieve the pain of carpal tunnel syndrome (CTS) and help prevent CTS among people who work on computer terminals. For maximum benefit, the exercises should be practiced daily or on as regular a schedule as possible. They are not intended to replace surgery or a physician's prescribed care. They are intended to be performed in an office environment. Bare feet are recommended. Advice about performing yoga asanas includes: adjust the asanas to one's natural abilities; if something hurts, stop doing it; challenge oneself, but respect one's limits; and keep a good supply of oxygen going into and coming out of the lungs. The exercises provided are tadasana; namaste, in front; namaste, behind the back; urdhva hastasana; half-garudasana; and uttanasana. Resources for obtaining more information about yoga and CTS are provided. (SM)

Div.
PUB DATE- 01
NOTE- 138p.; For the English version, see SP 040 360.
LANGUAGE- Spanish
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Adolescent Development; Consciousness Raising; Early Adolescents; *Females; Health Education; Health Promotion; *Hispanic Americans; Interpersonal Communication; Mentors; *Mothers; Parent Child Relationship; *Rural Women; Sex Education; Sexuality
IDENTIFIERS- Capacity Building; Sexually Transmitted Diseases

This project builds organizational and staff capacity to deliver HIV/AIDS education to farmworking Hispanic female adolescents and women. It includes two training manuals, one addressing the issues of farmworking mothers/mentors, and one addressing the issues of preadolescent and adolescent farmworking girls. This manual for mothers contains information on puberty and human developmental stages. The curriculum stresses the importance of clear communication styles and skills building. Each manual contains six units with basic HIV/AIDS and sexually transmitted disease (STD) information, exercises, stories, and handouts. Participants go through a subtle process that involves exploring self-identity without assaulting personal experiences or values and using self-reflection to move toward an understanding of the need to address the reality of sexuality, HIV, and STDs in their lives. Mothers develop and practice skills to help their daughters adopt and sustain healthy, safe sexual decisions. The six units are: (1) "Team Building: Getting to Know Each Other and the Program"; (2) "Our Bodies"; (3) "La Comunicacion: Strategies for Effective Communication"; (4) "Raising Consciousness About HIV/AIDS Among Farmworking Women"; (5) "Understanding the Facts About HIV and Other STDs"; and (6) "Los Consejos: How to Talk to Young Women About Sexuality." (Contains 11 references.) (SM)

ED 459 182 SP 040 615

Bolomey, Antonieta; Munoz-Lopez, Rosie; Ramirez-Garnica, Gabriela; Ramos, Flavia S.
Nosotras viviremos. Las destrezas: Un manual de capacitacion para trabajar con jovenes latinas campesinas (A Capacity Building Training Manual for Working with Latina Farmworking Youth).
SPONS. AGENCY- Center for Chronic Disease Prevention and Health Promotion (DHHS/CDC), Atlanta, GA. Adolescent and School Health Div.
PUB DATE- 01
NOTE- 146p.; For the English version, see SP 040 361.
LANGUAGE- Spanish
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Consciousness Raising; *Early Adolescents; *Females; Health Education; Health Promotion; *Hispanic Americans; Interpersonal Communication; Mothers; Parent Child Relationship; *Rural Women; Sex Education; Sexuality; Skill Development
IDENTIFIERS- Capacity Building; Sexually Transmitted Diseases

This project builds organizational and staff capacity to deliver HIV/AIDS education to farmworking Hispanic female adolescents

This analysis identified school districts in Michigan that, using a definition most parents would find quite reasonable, have failed to meet their fundamental mission. Using data reported by the school districts themselves and the state Department of Education, the report details the number of such districts, the number of students in those districts, and the amount of taxpayer expenditures for the districts. The analysis shows that the problem of failing schools is of much larger scale than has commonly been portrayed and much larger than the list of "failing schools" under the 2000 tuition voucher amendment. It encompasses both urban, suburban, and rural schools including schools that receive and spend relatively low amounts of taxpayer dollars. It also includes school districts that spend considerably more than the statewide average, even after that statewide average spending level has increased over the years since the passage of Michigan's "Proposal A" in 1994. A "Data and Methodology" appendix provides details about the conduct of the study. Lists of successful and unsuccessful Michigan school districts are attached. (SLD)

ED 459 202 TM 033 499

Newman, Isadore; Fraas, John W.; Herbert, Alan
Testing Non-Nil Null Hypotheses with t Tests of Group Means: A Monte Carlo Study.
PUB DATE- 01
NOTE- 29p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 24-27, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Groups; *Hypothesis Testing; Monte Carlo Methods; *Statistical Significance
IDENTIFIERS- *Mean (Statistics); *Null Hypothesis; T Test

Statistical significance and practical significance can be considered jointly through the use of non-nil null hypotheses that are based on values deemed to be practically significant. When examining differences between the means of two groups, researchers can use a randomization test or an independent t test. The issue addressed in this paper is whether Type I error rates produced by independent t tests of group means are impacted by the use of non-nil null hypotheses. The results of this Monte Carlo study suggest the frequencies of Type I error rates produced by independent t tests of group means for non-nil hypotheses are comparable to those recorded for nil null hypotheses. These results should provide further encouragement for researchers to use non-nil hypotheses as a means of considering statistical and practical significance jointly. (Contains 5 tables and 15 references.) (Author/SLD)

ED 459 203 TM 033 500

Ducharme, Sophie Ariane; Stratton, Richard W.
UA Key Student Outcomes Indicators: A Comparative Analysis of Alumni Survey Responses by Survey Year Cohort & College, 1997-2000.
PUB DATE- 01
NOTE- 181p.; "First in a Series of Strategic UA Student Assessment Analyses Intended to Improve Learning, Teaching & Institutional Effectiveness." Prepared by the VPCIO (Vice President for Information and Instructional Technologies, Libraries and Institutional Planning) Division's Office of

performance (academic achievement and educational attainment); opportunity (well prepared teachers, challenging curricula, special student placements, effective instruction, and annual per pupil investments); minority achievement gains, state by state; and analysis of minority-white achievement gaps by subject area and grade level. Overall, Hispanic and African American 8th graders nationwide score more than 3 years behind white 8th graders in math and science and more than 2 years behind in reading and writing. The nation's poor/non-poor achievement gap would close for 8th graders in science if poor students nationally scored as well as poor students in North Dakota. (Contains 24 references.) (SM)

ED 459 221 UD 034 473

State Summary of Alabama. Ed Watch Online.
SPONS. AGENCY- Carnegie Corp. of New York, NY.
PUB DATE- 01
NOTE- 27p.; Also supported by the Washington Mutual Foundation. For the other State Summaries, see UD 034 472-523. For the Summary of the Nation, see UD 034 472.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *Black Students; Curriculum; Educational Attainment; Educational Finance; Elementary Secondary Education; Equal Education; *Hispanic American Students; Mathematics Achievement; Minority Group Children; *Poverty; *Racial Differences; Reading Achievement; Science Achievement; Special Needs Students; Tables (Data); Teacher Effectiveness; Teaching Skills; White Students
IDENTIFIERS- African Americans; Alabama; Latinos; National Assessment of Educational Progress

This report provides data on the academic achievement gap that separates low-income and minority students from other students, examining how well different groups of students perform in Alabama and noting inequities in teacher quality, course offerings, and funding. Included are tables and data that provide: a frontier gap analysis (a comparison of Alabama to the leaders in achievement and gap closing); student profile (the demographic distribution of youth in Alabama); state performance (academic achievement and educational attainment); opportunity (well prepared teachers, challenging curricula, special student placements, effective instruction, and annual per pupil investments); minority achievement gains, state by state; and analysis of minority-white achievement gaps by subject area and grade level. African American 8th graders in Alabama score more than 2 years behind white 8th graders in the state in reading, writing, and math. Latino 8th graders in Alabama score more than 4 years behind white 8th graders in the state in math and science, and nearly 3 years behind in reading. The state's poor/non-poor achievement gap would close for 8th graders in both math and science if poor students in Alabama scored as well as poor students in North Dakota. (Contains 24 references.) (SM)

ED 459 222 UD 034 474

State Summary of Alaska. Ed Watch Online.
SPONS. AGENCY- Carnegie Corp. of New York, NY.
PUB DATE- 01
NOTE- 27p.; Also supported by the Washington Mutual Foundation. For the other State Summaries, see UD 034 472-523. For the Summary of the Nation, see UD 034 472.

examining how well different groups of students perform in Louisiana and noting inequities in teacher quality, course offerings, and funding. Included are tables and data that provide: a frontier gap analysis (a comparison of Louisiana to the leaders in achievement and gap closing); student profile (the demographic distribution of youth in Louisiana); state performance (academic achievement and educational attainment); opportunity (well prepared teachers, challenging curricula, special student placements, effective instruction, and annual per pupil investments); minority achievement gains, state by state; and analysis of minority-white achievement gaps by subject area and grade level. African American 4th graders in Louisiana made more progress in math between 1992 and 1996 than African American 4th graders in most other states. However, African American 8th graders in Louisiana score more than 3 years behind white 8th graders in the state in math and science, and more than 2 years behind in reading and writing. Hispanic 8th graders in Louisiana score more than 2 years behind white 8th graders in the state in math, more than 3 years behind in reading, and more than 4 years behind in science. The state's poor/non-poor achievement gap would close for 8th graders in both math and science if poor students in Louisiana scored as well as poor students in North Dakota. (Contains 24 references.) (SM)

ED 459 240 UD 034 492

State Summary of Maine. Ed Watch Online.
SPONS. AGENCY- Carnegie Corp. of New York, NY.
PUB DATE- 01
NOTE- 27p.; Also supported by the Washington Mutual Foundation. For the other State Summaries, see UD 034 473-523. For the Summary of the Nation, see UD 034 472.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *Black Students; Curriculum; Educational Attainment; Educational Finance; Elementary Secondary Education; Equal Education; *Hispanic American Students; Mathematics Achievement; Minority Group Children; *Poverty; *Racial Differences; Reading Achievement; Science Achievement; Special Needs Students; Tables (Data); Teacher Effectiveness; Teaching Skills; White Students
IDENTIFIERS- African Americans; Latinos; Maine; National Assessment of Educational Progress

This report provides data on the academic achievement gap that separates low-income and minority students from other students, examining how well different groups of students perform in Maine and noting inequities in teacher quality, course offerings, and funding. Included are tables and data that provide: a frontier gap analysis (a comparison of Maine to the leaders in achievement and gap closing); student profile (the demographic distribution of youth in Maine); state performance (academic achievement and educational attainment); opportunity (well prepared teachers, challenging curricula, special student placements, effective instruction, and annual per pupil investments); minority achievement gains, state by state; and analysis of minority-white achievement gaps by subject area and grade level. Fourth and eighth graders from low-income families in Maine out-perform low-income 4th and 8th graders in every other state in reading, making Maine the current frontier state in reading for low-income 4th and 8th graders. However, Maine's low-income 8th graders score 2 years behind non-poor 8th graders in the state in writing, and more than 1 year behind in

ED 459 258 UD 034 510

State Summary of Oregon. Ed Watch Online.
SPONS. AGENCY- Carnegie Corp. of New York, NY.
PUB DATE- 01
NOTE- 27p.; Also supported by the Washington Mutual Foundation. For the other State Summaries, see UD 034 472-523. For the Summary of the Nation, see UD 034 472.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *Black Students; Curriculum; Educational Attainment; Educational Finance; Elementary Secondary Education; Equal Education; *Hispanic American Students; Mathematics Achievement; Minority Group Children; *Poverty; *Racial Differences; Reading Achievement; Science Achievement; Special Needs Students; Tables (Data); Teacher Effectiveness; Teaching Skills; White Students
IDENTIFIERS- African Americans; Latinos; National Assessment of Educational Progress; Oregon

This report provides data on the academic achievement gap that separates low-income and minority students from other students, examining how well different groups of students perform in Oregon and noting inequities in teacher quality, course offerings, and funding. Included are tables and data that provide: a frontier gap analysis (a comparison of Oregon to the leaders in achievement and gap closing); student profile (the demographic distribution of youth in Oregon); state performance (academic achievement and educational attainment); opportunity (well prepared teachers, challenging curricula, special student placements, effective instruction, and annual per pupil investments); minority achievement gains, state by state; and analysis of minority-white achievement gaps by subject area and grade level. Hispanic 8th graders in Oregon score about 2 years behind white 8th graders in the state in math, science and reading, and more than 1 year behind in writing. Low-income 8th graders in Oregon score about 2 years behind non-poor 8th graders in the state in math, reading and writing, and more than 1 year behind in science. (Contains 24 references.) (SM)

ED 459 259 UD 034 511

State Summary of Pennsylvania. Ed Watch Online.
SPONS. AGENCY- Carnegie Corp. of New York, NY.
PUB DATE- 01
NOTE- 27p.; Also supported by the Washington Mutual Foundation. For the other State Summaries, see UD 034 472-523. For the Summary of the Nation, see UD 034 472.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *Black Students; Curriculum; Educational Attainment; Educational Finance; Elementary Secondary Education; Equal Education; *Hispanic American Students; Mathematics Achievement; Minority Group Children; *Poverty; *Racial Differences; Reading Achievement; Science Achievement; Special Needs Students; Tables (Data); Teacher Effectiveness; Teaching Skills; White Students
IDENTIFIERS- African Americans; Latinos; National Assessment of Educational Progress; Pennsylvania

This report provides data on the academic achievement gap that separates low-income and minority students from other students, examining how well different groups of students perform in

NOTE- 128p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Change Strategies; *Educational Change; Elementary Secondary Education; *Partnerships in Education; Program Evaluation; *School Community Relationship
IDENTIFIERS- *Sustainability; *Systemic Change

This technical assistance document addresses sustainability as a systemic change process in the context of school-community connections. Part 1 reviews what sustainability means. Part 2 includes a set of tools and aids for sustainability, emphasizing processes that will mobilize partners and develop effective mechanisms for system change. Part 3 focuses on evaluating sustainability efforts, discussing the need to formulate an evaluation plan, adopt specific benchmarks for monitoring progress, and specify and measure immediate and longer-term indicators that indicate functions are being sustained. Part 4 explains that the likelihood of sustaining school-community partnerships in the context of schools is enhanced by connecting the work with educational reforms. It outlines basic frameworks to help guide efforts to integrate with education reforms. Part 5 reframes sustainability, emphasizing the need to play a catalytic role in improving school-community collaborations. This includes a focus on policy and infrastructure. It also encompasses expanding intervention approaches, developing standards, and expanding the accountability framework. Four appendices include additional tools for mapping programs and resources; social marketing, data, and systemic change; example of a 5-year plan; and working with others to enhance programs and resources. (Contains 44 references and resources.) (SM)

ED 459 278   UD 034 576

Laubeova, Laura
The Role of Education in Preventing Ethnic Conflicts: The Case of Roma in the Czech Republic. GSFI Occasional Paper.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 00
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Consciousness Raising; *Cultural Awareness; *Diversity (Student); Elementary Secondary Education; *Equal Education; Higher Education; *Minority Groups; Multicultural Education; *Preservice Teacher Education; Special Education; Teacher Attitudes; Teacher Role
IDENTIFIERS- *Czech Republic; *Roma

This paper discusses conflicts between Romani minority people and the dominant majority in the Czech Republic, suggesting solutions based on improvements in teacher education. Chapter 1 outlines the situation of the Romani minority in the Czech Republic, highlighting the main factors that influence the negative relationship between the two groups. Chapter 2 analyzes educational opportunities for Roma students, particularly in special schools, and notes Romani attitudes toward schooling. Chapter 3 discusses the role of teachers and assesses the Czech system of teacher education, which does not

Goldstein, Nancy
Zero Indifference: A How-To Guide for Ending Name-Calling in Schools.
PUB DATE- 01
NOTE- 16p.; Cover page title varies.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Bisexuality; *Educational Environment; Elementary Secondary Education; *Homosexuality; Legal Responsibility; School Responsibility; School Safety; *Sexual Harassment; Student Behavior; *Student Rights; Teacher Responsibility; *Verbal Abuse

This report discusses how to end name-calling in schools, examining derogatory expressions commonly used to refer to lesbian, gay, bisexual, and transgender (LGBT) people. Anti-LGBT slurs have become the insult of choice in today's schools, which takes a toll on LGBT students who hear the slurs endlessly and take them personally. Research shows that high percentages of LGBT students have been attacked, attempted suicide, and abused substances. Faculty and staff often contribute to the problem by failing to intervene or making homophobic comments themselves. School faculty and administrators are legally obligated to end harassment. The Equal Protection Clause of the 14th Amendment guarantees equal protection to all citizens. Title IX of the Education Amendment Acts of 1979 prohibits sex discrimination in education programs. It also prohibits gender-based harassment. Faculty and staff must not tolerate name-calling. Effective intervention involves stopping the behavior and educating those involved (publicly or privately). Adults who respond must consider such issues as: the time and place in which the harassment occurs, the individuals involved, what to do when students are reluctant to admit that the slurs actually mean something, and the school's history with name-calling. (SM)

ED 459 298 UD 034 602

Children and Families in Urban Schools and Communities Roundtable (Philadelphia, Pennsylvania, November 30-December 1, 2000). Fathers and Families Second-Tier Roundtable Series.
PUB DATE- 00
NOTE- 37p.; Roundtable co-sponsored by the Council of Great City Schools.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Academic Achievement; Cultural Differences; Educational Finance; *Educational Improvement; Educational Quality; *Educational Research; Elementary Secondary Education; Minority Group Children; Policy Formation; Research Methodology; *Urban Schools

This paper summarizes a roundtable that brought together researchers, school leaders, practitioners, and policymakers to identify barriers to the education and well-being of urban children and families and explore opportunities to promote change. The first section summarizes the three commissioned papers: "Issues and Strategies Related to Improving Education in Urban Centers" (Vivian L. Gadsden); "How Research and Inquiry Can Inform Urban Education: Notes for Research Planning

What are the aims and strategies underlying policies to introduce ICT into education? (2) What are the specific measures implemented (e.g., national initiatives, action plans, pilot projects, etc.)? (3) How is responsibility for ICT in education shared among the various administrative levels? and (4) What public/private partnerships have been established or are planned in order to implement these initiatives on a broad scale? The report covers three areas of concern: a survey of aspects of the debate on how ICT should be brought into education, together with a review of EU initiatives in this area; a summary of types of action implemented in the 30 countries; and separate reports based on the replies of each country to the four questions above. (Contains 25 references.) (MES)

ED 458 872 IR 021 024

Kadlubowski, Michael G.
From the Abacus to the World Wide Web: An Analysis of the Educational Technology Movement and Its Impact upon Adult Literacy in the People's Republic of China.
PUB DATE- 01
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adult Literacy; Economic Factors; *Educational Technology; Foreign Countries; Glossaries; Government (Administrative Body); *Learning Theories; *Literacy Education; Nongovernmental Organizations; Political Influences; Program Descriptions
IDENTIFIERS- China; Historical Background; *Technology Utilization

This paper discusses the various educational technology movements and initiatives currently underway in China and the impact they may have on the literacy rate of the Chinese people. Topics addressed include: (1) China's political history and its impact on the educational system, including China under the rule of Mao Zedong, Deng Xiaoping, and Jiang Zemin; (2) learning theories, including Modes of Learning Theory, Transformational Learning Theory, and Critical Reflection Theory; (3) adult literacy and educational technology; (4) economic theory and the economics of China, including privatization and employment; (5) educational technology initiatives and programs of government organizations in China, including initiatives related to adult literacy, distance education, education of women, higher education, self study, special education, vocational education, statistical information, and the Internet; (6) educational technology initiatives and programs of non-government organizations, including the Massachusetts Institute of Technology China Educational Technology Initiative, World Bank Institute Web Based Instruction, Xinlong Technical Training Center for Women, Rural Community Learning Centers in Education for Poverty Alleviation, and the Microsoft Research Institute; and (7) topics for further research. The paper also contains a glossary. (Contains 46 references.) (MES)

ED 458 873 IR 021 027

CNN Newsroom Classroom Guides, November 2001.
PUB DATE- 01
NOTE- 88p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

This document consists of six issues of the ARL (Association of Research Libraries) Newsletter, covering the year 2001. Each issue of the newsletter includes some or all of the following sections: "Current Issues," reports from the Office of Scholarly Communication, Office for Management Services, and Coalition for Networked Information, "Federal Relations," "Statistics and Measurement," "Diversity," "ARL Activities," and a calendar of events. Topics covered include: the handbook "Declaring Independence: A Guide to Creating Community-Controlled Science Journals"; ALA and ARL file brief in the case "Tasini v. New York Times"; the Uniform Computer Information Transactions Act; ARL salary survey for 2000-2001; recent Systems and Procedures Exchange (SPEC) publications; Leadership & Career Development Program's call for nominations and applications; the Big 12 Plus Libraries Consortium meeting in Tempe Arizona to discuss the "Principles for Emerging Systems of Scholarly Publishing"; recent innovations of scholarly communication in economics; ARL-sponsored symposium "The New Culture Service Quality"; the university in a digitized, commercialized age; metadata harvesting and the Open Archives initiative; competition in scholarly journal publishing; the state of diversity in research libraries; the paths to reform scientific publishing; the Collaborative Digital Reference Service; and the ARL E-Metrics project. (AEF)

ED 458 892 IR 058 403

Bell, Mary Ann
Cyberethics and K.I.S.S.--Keeping It Simple for Success!
PUB DATE- 01
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- hose affecting publishing are examined in Part 2, as are the activities of grant-making and funding programs. Part 3
DESCRIPTORS- Computer Oriented Programs; Copyrights; *Ethics; Information Sources; Information Technology; Intellectual Property; Internet; Privacy
IDENTIFIERS- Computer Use; Computer Users; Information Age

In today's information and technology-driven world, an increasing number of moral and ethical dilemmas arise. Information ethics involves many complex and challenging issues for today's educators. "The Principles of Information Ethics," by Richard Severson, provides a thought-provoking and common sense discussion of issues related to use of the Internet and other aspects of our information society. This paper reviews the book and presents real situations, as well as other recent and relevant literature, with the goal of offering a simple and practical guide for dealing with moral and ethical questions in information technology. The paper outlines Severson's Four Principles of Information Ethics and Severson's Four-Step Method of Principled Ethics. It then goes on to discuss each principle--respect for intellectual property, respect for privacy, fair representation, and non maleficence. Tips for presenting information about copyright to teachers are provided at the end of the paper. (AEF)

ED 458 893 JC 010 693

Raby, Rosalind Latiner
Community College Model Characteristics.
PUB DATE- 01
NOTE- 14p.
LANGUAGE- English

Assessment Study.
PUB DATE- 01
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Allied Health Occupations Education; *Community Colleges; *Demand Occupations; *Health Occupations; Health Personnel; Health Services; *Job Skills; Labor Force Development; *Labor Needs; Medical Education; Medical Services; *Nursing; Pharmacology; Technical Occupations; Two Year Colleges
IDENTIFIERS- *District of Columbia

According to the U.S. Bureau of Labor Statistics, the growing population of elderly citizens will result in an increased demand for healthcare services that will rise for a full 50 years. This study assesses the need for healthcare sector workers in the Washington, D.C. metropolitan area. Information on the skills, education, and experience that are required for obtaining jobs in this sector wee collected and analyzed. In addition, jobs that were advertised in "The Washington Post" on February 13, 2000; April 16, 2000; and February 2, 2001 were used to assess employer demand for healthcare positions. This report divides advertised healthcare positions into 11 categories: (1) medical assistant; (2) radiology; (3) nursing; (4) rehabilitation; (5) billing clerks; (6) medical receptionist; (7) mental health; (8) pharmacist; (9) social worker; (10) clinical laboratory services; and (11) "other." One result indicated that on February 2, 2001, 27% of the healthcare jobs advertised in "The Washington Post" were for nursing positions, while 12% were for positions in the rehabilitation category, and 10% for medical assistants. The paper analyzes job categories according to education and experience required, income range, and employment outlook through the year 2006. A list of Healthcare Degrees Offered by Northern Virginia Community College, Acronym Identification, and Health care Educational Requirements are appended. (NB)

ED 458 913 JC 020 025

Mission College Institutional Self-Study in Support of Reaffirmation of Accreditation.
PUB DATE- 01
NOTE- 244p.; Cover page reads, "Application for Reaffirmation of Accreditation." With help from the West Valley Mission Community College District, and West Valley College. Report submitted to the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accreditation (Institutions); Budgeting; Budgets; Community Colleges; Cost Effectiveness; *Educational Finance; Enrollment Influences; *Institutional Evaluation; *Outcomes of Education; Program Effectiveness; Resource Allocation; School Holding Power; *Strategic Planning
IDENTIFIERS- *Mission College CA

This is a self-study designed to represent accurately the strengths, challenges, and potential of Mission College (California). The study outlines 10 institutional standards: (1) institutional mission; (2) institutional integrity; (3) institutional effectiveness; (4) educational programs; (5) student support and development; (6) information and learning community child care systems; and (4) "Financing Child Care via Public-Private Partnerships," including capital investment partnerships for financing child care facilities. Each profile describes the strategy, when it was initiated, the amount of funding it generates, how funds are distributed, what services are funded, and who is eligible to receive them. Additional locations using similar financing strategies are listed with contact information. The catalog's final chapter addresses potential strategies, presenting examples from other fields that might be applied to child care, including tax policy, unemployment compensation, social investment, and higher education, as well as ideas for strategic alliances that might support communities' child care goals. Appended are descriptions of taxes and fees as revenue-generation methods. (KB)

ED 458 933 PS 029 855

Bissell, Mary K.; Allen, MaryLee
Healthy Ties: Ensuring Health Coverage for Children Raised by Grandparents and Other Relatives. A Look at Medicaid and CHIP Enrollment in the States.
PUB DATE- 01
NOTE- 134p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Information; *Child Health; *Children; *Enrollment; *Grandparents Raising Grandchildren; *Health Insurance; National Surveys
IDENTIFIERS- Access to Health Care; Access to Services; Availability (Programs and Services); Barriers to Participation; *Childrens Health Insurance Program; Kinship Foster Care; *Medicaid

Significant progress has been made through Medicaid and the Children's Health Insurance Program (CHIP) in recent years to get health insurance to families who cannot afford it. However, children being raised by their grandparents or other relative caregivers are often harder than other groups to reach through standard outreach activities. To find out about the barriers to enrolling children in kinship care families in health insurance programs and the strategies needed to eliminate these barriers, this national survey assessed the ability of grandparents and other relative caregivers to access health insurance coverage under Medicaid and CHIP. Findings were based on numerous data sources, including state responses to a survey, examination of Medicaid and CHIP brochures, application forms, and interviews with children's health and kinship care advocates. Findings indicated that all 50 states and the District of Columbia allow relative caregivers to apply for Medicaid and CHIP coverage on behalf of a child. In some states, however, there are serious barriers in accessing health insurance coverage: (1) restrictive state policies; (2) inconsistent policy implementation; (3) other barriers, such as perceived stigma from applying for government programs; (4) related health access and medical consent issues, such as difficulties authorizing medical treatment; and (5) caregivers overlooked in outreach materials and applications. (Five appendices describe the Children's Defense Fund's child health outreach resources and activities, list selected national kinship care organizations and resources, provide the survey questionnaire, detail resources on Medicaid and CHIP eligibility for immigrant children and families, and list children's health and insurance resources and organizations.) (KB) emergent literacy and for teaching reading, writing, and arithmetic from preschool into the primary grades. The progression of content extends from early preparation for the 3 Rs to enrichment of the basics in kindergarten and primary grades. The book details individualized techniques for direct teaching and specific instructions for using the oral approach, including scripts for teachers. The chapters in Unit 1 explain how to foster young children's growth toward emergent literacy by immersing them in the oral language of the 3 Rs, using "arithme-talk" to develop concepts, reading aloud, preparing them for phonics, providing a print-rich environment, and demonstrating and talking about writing. Unit 2 chapters give procedures for helping a beginner take the first steps into the 3 Rs, including teaching them 4 words, helping them write a personalized storybook or number book, connecting familiar initial letters with their sounds, and using child-selected words for teaching more phonics. Chapters in Unit 3 offer strategies for expanding and varying the early teaching of reading, writing, and arithmetic, including the use of software, using children's books to introduce math, starting a word wall, teaching the whole alphabet, and stimulating new areas of language development. Unit 4 chapters suggest ways to smooth the transition into the primary grades for early learners, including strengthening "when" and "where" concepts, playing arithmetic games, using phonics for writing and reading, presenting high-frequency words in age-appropriate ways, and using the library. Each unit contains unit previews, overviews, summaries, and a list of references. (KB)

ED 458 951　　　　PS 029 903

Pellegrini, Anthony D.; Blatchford, Peter
The Child at School: Interactions with Peers and Teachers. Texts in Developmental Psychology.
PUB DATE- 00
NOTE- 256p.; Co-published in Great Britain by Arnold, a member of the Hodder Headline Group. Series editor: Peter Smith.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Aggression; Bullying; Child Development; *Children; Early Childhood Education; Educational Environment; Interpersonal Competence; *Peer Relationship; Personality; Play; *Recess Breaks; *School Culture; Sex Differences; *Social Development; Teacher Expectations of Students; *Teacher Student Relationship; Theories

Noting that school provides one of the most important arenas for interactive processes that are crucial to children's healthy social development, this book examines the social, educational, and developmental psychology of the school environment, focusing on peer relationships and teacher-student interactions. The book demonstrates the complexities of children's social experiences in the classroom and the playground, emphasizing the relationship between context, behavior, and school success and stressing the importance of research on interactions for educational as well as social policy. Chapter 1 presents theoretical underpinnings and various models of development. Chapter 2 examines children's social competence and peer relationships. Chapter 3 summarizes how friendships develop with age, concentrating on the significance of friendship at school and the school breaktime as a context for friendships. Chapters 4 and 5 consider play and breaktime, respectively, discussing types of play, gender

Freedom & Responsibility: A Glorious Counterpoint. AMI/USA Conference (Boston, Massachusetts, July 20-23, 2000).
PUB DATE- 01
NOTE- 115p.; "Freedom and Responsibility" copyright by Margaret E. Stephenson.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Administration; Adolescents; Child Development; Children; Conference Papers; Conferences; Early Childhood Education; Educational Philosophy; Educational Practices; Elementary Secondary Education; *Freedom; *Montessori Method; *Responsibility; Teacher Aides; Teacher Role
IDENTIFIERS- Montessori Preschools; Montessori Schools

This conference proceedings compile presentations from a 2000 meeting of the American Montessori International of the United States, focusing on the Montessori view toward freedom and responsibility and addressing other issues of importance in Montessori education. The papers presented at the conference are: (1) "Strategies for You and Your School" (Charles Snowden, Jr.); (2) "Action-Oriented Agenda Keeps Board Meetings Moving" (Charles Snowden, Jr.); (3) "Forming and Charging the Board Committees" (Charles Snowden, Jr.); (4) "The Annual Agendas" (Charles Snowden, Jr.); (5) "The Intimacy of Responsibility" (Renilde Montessori); (6) "Freedom and Responsibility" (Margaret E. Stephenson); (7) "The Importance of Freedom in Our World Today" (Silvia Dubovoy); (8) "Active Discipline" (Silvana Montanaro); (9) "Theoretical Tenents sic of Freedom and Responsibility for the 6-12 Year Olds" (Phyllis Pottish-Lewis); (10) "Adolescent Theory: Erdkinder Outcomes" (David Kahn); (11) "The Role of the Teacher and the Role of the Assistant" (Annette Haines); (12) "Setting Limits--So Little Understood, So Greatly Needed" (Judi Orion); (13) "Freedom that Inspires Responsibility: Removing the Obstacles" (Cathryn Kasper); (14) "The Necessary Freedom To Become Montessori 'Erdkinder'" (Laurie Ewert-Krocker); (15) "Freeing the Child's Response-Ability: Celebrating the Natural Genius of Children" (Thomas Armstrong); (16) "Poised for Success--Building Character and Citizenship in Children" (John Rosemond); (17) "Bringing Out the Best in Your Child: Achievement Begins at Home" (John Rosemond); (18) "Spiritual Freedom and Moral Responsibility: A Most Glorious Counterpoint" (Eduardo Cuevas); (19) "Practical Applications of Freedom and Responsibility in the Elementary Years" (Phyllis Pottish-Lewis); (20) "Understanding the Nature of the Industry and the Special Opportunities It Presents" (Joe Vaz); (21) "Freedom To Develop" (Silvana Montanaro); (22) "Beyond Open House--Sharing Montessori's Perspective with Parents" (Carla Caudill-Waechter); and (23) "Some Conceptual Considerations in the Interdisciplinary Study of Immigrant Children" (Marcelo M. Suarez Orozco). Some papers contain references. (KB)

ED 458 969 PS 029 930

Foundation for Child Development Annual Report, 2000/2001.
PUB DATE- 01
NOTE- 41p.; For 1998/1999 annual report, see ED 434 771.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; Budgeting; *Child Development; Childhood Needs; Children; Economic Factors; Fellowships; *Financial Support; Grants; Journalism; *Organizations

national or international significance (such as wars or terrorist attacks) effect those involved in children's services and can result in some children, families, or staff suffering long-term psychological effects. This booklet is designed to inform staff, parents, management committees, and owners of services about some of the issues involved when managing critical incidents in children's services. The booklet is intended as a guide for policy development and training in the following areas: (1) dealing initially with a critical incident or event; (2) understanding common reactions to critical incidents for children and adults; (3) promoting recovery for children, staff, and parents; and (4) knowing when and if to make referrals to other professionals or to appropriate agencies. Case studies are used to illustrate reactions of children, staff, and parent and the implications for practice. (KB)

ED 458 986 PS 029 949

Elliott, Alison, Ed.
Every Child: The Magazine of the Australian Early Childhood Association, Inc., 2000.
PUB DATE- 00
NOTE- 146p.; Published quarterly.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adult Child Relationship; At Risk Persons; Augmentative and Alternative Communication; *Brain; *Childhood Attitudes; Childhood Interests; Childhood Needs; Early Childhood Education; Emergent Literacy; Enrichment; Foreign Countries; Games; Motor Development; Parent School Relationship; Periodicals; Physical Activities; *Physical Education; *Play; *Preschool Teachers; Teacher Researchers; Teacher Student Relationship; Teaching Methods; Work Environment; *Young Children
IDENTIFIERS- Australia; *Brain Development; Phonological Skills

This document is comprised of the four 2000 issues of a periodical published by the Australian Early Childhood Association focusing on the needs of children from birth to 8 years and on issues related to child care and early childhood education in Australia. Each issue features articles focusing on a particular theme along with editorials and regular columns related to research, child health, legal issues, ethics, and professional development. The Autumn 2000 issue focuses on using brain research in the classroom and includes the following articles: (1) "Infant Brain Research: What Is It and What Does It Mean?" (Pam Linke); and (2) "Stress-Free Environments: Promoting Healthy Brain Development" (Heather Lawrence). The Winter 2000 issue has an Olympics and child health theme and includes the following articles: (1) "Young Children's Views of Australia and Australians" (Sue Dockett); and (2) "The Olympic Games: A Critical Look at What We Teach Children" (Sally Barnes). The Spring 2000 issue highlights visions for children, families, and communities and includes the following articles: (1) "Teaching Young Children: Specialist or Not?" (Glenda MacNaughton); and (2) "Visions of Children and Childhood" (Alison Elliott). The Summer 2000 issue focuses on current issues in early childhood research and practice and includes the following articles: (1) "Should We Teach Young Children To Read?" (Mimi Wellisch); and (2) "Augmentative Communication: Assisting Special Needs Children" (Lynette Duffy). Also part of each issue are a profile of a program providing services for children, book reviews, book reviews, and articles in which educators share insights regarding improvements in school-community relations. (HTH)

ED 459 005 PS 029 989

Knitzer, Jane
Building Services and Systems To Support the Healthy Emotional Development of Young Children: An Action Guide for Policymakers. Promoting the Emotional Well-Being of Children and Families, Policy Paper.
SPONS. AGENCY- Casey Family Programs, Seattle, WA.; Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD.
PUB DATE- 01
NOTE- 35p.; This document is part of a new policy paper publication series, Promoting the Emotional Well-Being of Children and Families.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Agency Cooperation; *Change Strategies; Childhood Needs; *Children; Early Intervention; *Emotional Development; Individual Development; *Mental Health; *Public Policy; Social Development; Well Being
IDENTIFIERS- Risk Factors

Noting that there is a group of young children for whom emotional development does not proceed smoothly, placing the children at risk for poor cognitive, social, and behavioral outcomes, this policy paper paints a portrait of the kinds of young children and families who are in need of preventive, early intervention, or treatment services and offers relevant recommendations. The paper presents findings from research supporting why policymakers should invest in improving social and emotional health in young children, including the finding that achieving the national policy goal of school readiness for all children requires paying more strategic attention to early social, emotional, and behavioral challenges as well as cognitive and physical development. The paper next details a framework for action, noting objectives and characteristics of effective childhood mental health strategies as well as common elements of emerging service delivery strategies and initiatives. The paper then sets forth 10 action steps to move the agenda, including: developing state, community, and national strategies to ensure that healthy emotional development is integrated into the larger early childhood agenda; and addressing the key infrastructure and policy challenges, such as funding, serving young children who are at risk of developing and experiencing long-lasting emotional and behavioral problems, and building needed interagency collaborations. The paper's three appendices list: contact information for pertinent organizations; selected national organizations; and selected references for policymakers. (Contains 46 endnotes.) (HTH)

ED 459 006 PS 029 990

Dicker, Sheryl; Gordon, Elysa; Knitzer, Jane
Improving the Odds for the Healthy Development of Young Children in Foster Care. Promoting the Emotional Well-Being of Children and Families, Policy Paper.
SPONS. AGENCY- Casey Family Programs, Seattle, WA.
PUB DATE- 01

place-based curriculum for a small charter high school of 25 students in Wisconsin. The curriculum involved 100 days of field studies in local places such as historical archives, a restored wetland, a river valley, and a senior citizen community center. The students worked with 60 professionals and community members over the year, integrating learning into interdisciplinary courses. The students, who reflected a wide range of skills, abilities, and backgrounds, worked together, as in a one-room schoolhouse. The Iowa Test of Educational Development was taken in September and June. In each section of the test there was significant improvement, and the composite score jumped almost three grade levels over the year. Four reasons are advanced as to why these students scored so well. First, being together every day created a learning community. Students' investment in learning cultivated positive attitudes toward learning. Second, the variety of community settings became readily accessible anchors of memory, helping students to retain learning. Third, the many first-hand experiences were critical to students' learning. Finally, because the projects were relevant to the community, and because students understood that family, friends, and neighbors would view their work, an audience of accountability was created that exerted favorable pressure on student skills and abilities. A table presents pre- and post-test scores in eight subject areas. (TD)

ED 459 024 RC 023 227

McSwan, David
A Whole Community Approach to Otitis Media--Reducing Its Incidence and Effects. Report.
PUB DATE- 01
NOTE- 62p.; Project funded by Queensland Health Promotion Council. Diane Ruddell was project officer; Ivan Searston was research assistant.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Agency Cooperation; Community Health Services; Community Involvement; Culturally Relevant Education; Early Intervention; Elementary Education; Foreign Countries; Health Education; *Health Promotion; *Hearing Impairments; *Indigenous Populations; *Otitis Media; Partial Hearing; *Program Implementation; Rural Areas; School Health Services; Special Needs Students; Young Children
IDENTIFIERS- *Aboriginal Australians; Australia (Queensland); *Public Awareness; Public Information Campaigns

Otitis media (OM) is an inflammation of the middle ear that is prevalent in childhood. OM can result in hearing loss, which interferes with learning. In Australia, indigenous children experience OM more often than other populations. Because teachers lack knowledge of OM and its effects on learning, affected children are often mislabeled as problem children and referred to behavior management programs. Medical and health professionals have little contact with educators and are often unaware of learning difficulties. The high turnover of rural health care and education personnel exacerbates the problems. An integrated intervention program was developed to reduce the effects of OM on the learning of Aboriginal children in Queensland. Research conducted in three remote Aboriginal communities in north Queensland yielded the following recommendations: transience at both professional and community levels must be addressed by strategies to maintain awareness of those involved in interventions at the local level; resources need to be more widely available, and users of resources must

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Aspiration; *Administrator Attitudes; *College Preparation; Disadvantaged Youth; Higher Education; *Information Utilization; Program Development; Rural Education; *Rural Youth; School Surveys; Secondary Education; *Student Surveys
IDENTIFIERS- Parent Surveys; *West Virginia

In 1999, Fairmont State College (West Virginia) received a Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) grant for a 5-year program designed to encourage college aspirations and preparation among disadvantaged rural youth. During the first 2 years, parents and students in nine counties were surveyed to determine their aspirations for postsecondary education. Data summaries from these surveys were distributed to school administrators involved with the program. This paper reports on a survey of those administrators to determine how the data summaries were used, possible effects of the data, and suggestions for improvement. Findings indicate that those administrators who used the summaries were satisfied with them. Of the seven rating characteristics, "overall quality," "comprehensiveness," and "presentation/layout" were rated highest, followed by "relevance," "met my needs," and "usability." "Promptness" was rated lowest, although that rating was well above the midpoint on the rating scale. Summary findings were used as input for specific programs, needs assessment or program planning, and less specific programs. It is too early for the data summaries to have affected students in the program. The main influence of the summaries on parents was in making them more aware of the GEAR UP program. An appendix presents a sample data summary. (Contains 16 references.) (TD)

ED 459 042 RC 023 251

Little, Angela
Multi-Grade Teaching: A Review of Research and Practice. Education Research.
PUB DATE- 95
NOTE- 74p.; John Lowe prepared the annotated bibliography.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- American Indian Education; Case Studies; *Developing Nations; Educational Policy; Educational Research; Elementary Education; Foreign Countries; *Multigraded Classes; Nongovernmental Organizations; *One Teacher Schools; Outcomes of Education; *Rural Education; Teacher Education; *Teaching Methods

The single-grade model of education, based on the division of labor in industry, has come to dominate the school, class, and curriculum organization used by central authorities. Although the multi-grade model is common in developing countries and in rural areas of industrialized countries, the knowledge required for effective multi-grade teaching is ignored and rendered illegitimate by those responsible for training and supporting teachers. This review presents five innovations in multi-grade teaching in developing countries. The Zambian experience is less than 10 years old and relatively small-scale. The Colombian experience with Escuela Nueva spans 3 decades and is large-scale. Both involve external agencies and support from the government mainstream. The Peruvian experience describes the multi-grade reality found among indigenous communities and

*Technology
IDENTIFIERS- Austria

This lecture addresses the exploration of algebraic fundamental competence by examining the Austrian Computer Algebraic Systems (CAS). Data are used to support answers and conclusions related to two questions that explore the role that instrumental understanding plays in supporting a high level of relational understanding and the idea that relational understanding supports the skills of instrumental understanding. (DDR)

ED 459 061　　　SE 065 281

Lubben, Fred; Campbell, Bob; Dlamini, Betty
In-Service Support for a Technological Approach to Science Education. Education Research. Report.
PUB DATE- 99
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Computer Uses in Education; Educational Technology; Elementary Secondary Education; Foreign Countries; *Program Evaluation; Research and Development; Science and Society; *Science Education; Science Programs
IDENTIFIERS- Great Britain

This document reports on a research and development project to develop and evaluate learning materials using a technological approach to science education and an in-service education and training (INSET) package designed to introduce this technology package to teaching. The evaluation aimed to identify effective INSET strategies in terms of changes in teacher perceptions and student learning outcomes. (Contains 22 references.) (DDR)

ED 459 062　　　SE 065 286

Beichner, Robert J.; Saul, Jeffery M.; Allain, Rhett J.; Deardorff, Duane L.; Abbott, David S.
Introduction to SCALE-UP: Student-Centered Activities for Large Enrollment University Physics.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.; Hewlett Packard Co., Cupertino, CA.; National Science Foundation, Arlington, VA.
PUB DATE- 00
NOTE- 13p.; For a related SCALE-UP paper, see SE 065 287. Paper presented at the Annual Meeting of the American Association for Engineering Education (Seattle, WA, July 19, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Structures; College Curriculum; Concept Formation; *Epistemology; Higher Education; *Knowledge Representation; Learning Strategies; *Physics; Secondary Education; World Views
IDENTIFIERS- North Carolina

SCALE-UP is an extension of the highly successful IMPEC (Integrated Math, Physics, Engineering, and Chemistry) project, one of North Carolina State's curricular reform efforts undertaken as part of the SUCCEED coalition. The authors utilize the interactive, collaboratively based instruction that worked well in smaller class settings and find ways to economically accommodate classes of up to 100 students. Relative to students taught in traditional classes, SCALE-UP students are better problem solvers, achieve nearly four times

PUB DATE- 01
NOTE- 6p.; Paper presented at the Annual Meeting of the International Conference on Technology in Collegiate Mathematics (13th, Atlanta, GA, November 16-19, 2000).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computer Assisted Testing; Computer Uses in Education; *Evaluation; *General Education; Higher Education; Online Systems; Performance Based Assessment; *Tests

This paper will highlight some advantages and disadvantages of several online models for student assessment. These models will include: live exams, multiple choice tests, essay exams, and student projects. In addition, real student responses and "problems" will be used as prompts to improve models of authentic online assessment in mathematics. (Author)

ED 459 084 SE 065 519

Mayfield, Elizabeth; Ayres, Julie; Blankson, Aba; Kyle, Elizabeth
Learning by Doing: The Role of Active Learning in the Reform Movement.
PUB DATE- 96
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Active Learning; Computer Uses in Education; Educational Change; Higher Education; Mathematics Education; *Student Participation; Student Projects
IDENTIFIERS- *Hood College MD

One of the hallmarks of reform mathematics classes is that students are actively involved in the learning process. They perform experiments, they collect data, they work on projects with other students, they conduct and write up labs. This panel, consisting of one faculty member and three students, will discuss some of the ways in which students have become active participants in their mathematics classes at Hood College. (Author)

ED 459 085 SE 065 529

Balderas Puga, Angel
Mathematical Modeling with a "CAS" in an Introductory Course of Differential Equations.
PUB DATE- 01
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Computer Software; *Computer Uses in Education; *Differential Equations; Higher Education; *Mathematical Models; *Mathematics Education; *Teaching Methods
IDENTIFIERS- *Computer Algebra; Computer Symbolic Mathematics; *DERIVE Computer Algebra System

In this paper are described some features of the intensive use of math software, primarily Derive, in the context of modeling in an introductory university course in differential equations. Different aspects are detailed: changes in the curriculum that

IDENTIFIERS- Guided Practice

This lesson plan involves the calculation of a price index using a fictitious market basket for holiday celebrations. The lesson plan provides a content objective; cites an economic standard; gives background information; lists materials needed; details the lesson agenda; and suggests closure. Attached are a "12 Days of Christmas Gifts' Price Index" and an "Eight Nights of Chanukah Activity." (BT)

ED 459 100 SO 033 076

McNamara, Jeanne
Fitness Day. Lesson Plan.
PUB DATE- 01
NOTE- 6p.; For other lesson plans, see SO 033 064-079.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Standards; *Economics; *Economics Education; High Schools; *National Standards; Physical Activities; *Physical Fitness; Social Studies; *Supply and Demand
IDENTIFIERS- Conceptual Approach

This lesson plan introduces students to the concept of supply and demand by appealing to bodily/kinesthetic intelligences. Students participate in a fitness class and then analyze the economic motives behind making an individual feel better after a fitness activity; i.e., analyzing how much an individual would pay for a drink and snack after a workout. The lesson seeks to develop skills and a comfort level in interpreting economic concepts through graphic analysis. It provides a content objective and a process objective; cites two economics standards; gives background information; lists materials needed; suggests class duration; details an agenda for the lesson; and suggests closure. (BT)

ED 459 101 SO 033 077

Owens, Kimberly
The Paper Airplane Challenge: A Market Economy Simulation. Lesson Plan.
PUB DATE- 01
NOTE- 6p.; For other economic lessons, see SO 033 078-079.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Economics; *Economics Education; *Free Enterprise System; Government Role; High Schools; *Simulation; Social Studies

This lesson plan features a classroom simulation that helps students understand the characteristics of a market economic system. The lesson plan states a purpose; cites student objectives; suggests a time duration; lists materials needed; and details a step-by-step teaching procedure. The "Paper Airplane Challenge" handout is attached. (BT)

ED 459 102 SO 033 078

Owens, Kimberly
A Command Economic System. Lesson Plan.
PUB DATE- 01

DESCRIPTORS- *Citizen Participation; *Democracy; High School Students; High Schools; *Political Issues; *Politics; *Public Opinion; Questionnaires; Social Science Research
IDENTIFIERS- *Money; *Public Issue Forums

National Issues Forums (NIF) bring together citizens to deliberate and make choices about challenging social and political issues of the day. These forums have addressed issues such as the economy, education, health care, foreign affairs, and crime. This report is an analysis of what happened in a forum on "Money and Politics" that took place in 44 states and the District of Columbia. To learn how citizens feel about this issue, Doble Research Associates, a public interest consulting firm, analyzed what happened in these forums, including questionnaire results from 1,457 participants. It is divided into the following sections: "A Summary of People's Thinking as They Deliberated" (presents an overview of the themes that emerged from the 44 forums); "The Framework for Deliberation" (describes the framework used in the forums); "Working Through: People's Thinking as They Deliberated" (describes in detail how people felt about money and politics as they deliberated in a forum); "Questions and Answers about the Forums" (addresses key questions about participants' views on the issue); and "The Impact of Deliberation" (describes how people felt after the forums). Contains a summary of what 581 high school students thought about the issue of money and politics, the results of pre- and post-forum questionnaires, and an explanation of the research methodology. (BT)

ED 459 124 SO 033 426

Mitchell, Greg
Racial and Ethnic Tensions: What Should We Do? An Issue Book for National Issues Forums.
SPONS. AGENCY- Charles F. Kettering Foundation, Dayton, OH.
PUB DATE- 00
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Citizenship Education; Controversial Issues (Course Content); *Ethnic Groups; *Ethnic Relations; Group Discussion; *Racial Attitudes; *Racial Relations; Secondary Education; *Social Problems; Social Studies
IDENTIFIERS- Public Discourse

As the United States enters the 21st century, the rich diversity of its people may be its greatest promise and its greatest challenge. The country still struggles with a legacy of racial discrimination and ethnic disparity, even if their forms are subtler today. This book is designed to promote public deliberation that can help individuals find common ground for action on the troubling racial and ethnic problems that still divide the nation. The book provides an overview of the issue and outlines three approaches. Each approach speaks for one set of priorities and views and, drawing ideas from across the political spectrum, advocates a unique and consistent way of dealing with the problem. Approaches are: (1) "Look beyond Race and Ethnicity" (focus on what unites, not what divides); (2) "Build Self-Identity First" (acknowledge and accept differences); and (3) "Open All Doors to Everyone" (take an active part in finishing the job of integration). (BT)

Helping To Establish a Culture of Learning and Teaching in South Africa. Education Africa Forum. Second Edition.
PUB DATE- 98
NOTE- 0p.; Published annually.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Proceedings (021)
DESCRIPTORS- Academic Standards; *Black Students; Business Education; Democracy; Educational Change; Educational Finance; Elementary Secondary Education; Enrollment Trends; *Equal Education; Foreign Countries; Gender Issues; Higher Education; Library Services; National Standards; Outcome Based Education; Partnerships in Education; Politics of Education; Private Colleges; Private Schools; Public Schools; School Effectiveness; Sex Bias; Skill Development; Student Evaluation; Teaching Methods
IDENTIFIERS- Language Policy; *South Africa

This annual collection of papers examines changes in the South African educational system as the country has developed a democratic government. The papers are: "An Interview with the Deputy Minister of Education, Father Smangaliso Mkhatshwa" (Lizeka Mda); "An Interview with Adrienne Bird" (Justice Malala); "An Interview with Walter Sisulu" (Aggrey Klaaste); "What Makes Schools Effective?" (Mark Potterson); "Teacher Redeployment: What Went Wrong?" (Philippa Garson); "The Medium-Term Challenges of Financing Schools" (Andrew Donaldson); "An Outcomes-Based Approach to Education and Training: Challenges Facing the Government" (Khewtsi Lehoko); "An Introduction to the South African National Qualifications Framework" (Daryl McLean); "Assessment or Examinations: Which Practice Is Best?" (Peliwe Lolwana); "Library-Based Resource Provision for Obe" (Jenni Karlsson); "Resources for Transforming Science Teaching in Schools (Loyiso Jita); "Governing Bodies Decide on Language Policy" (David Brown); "The Challenge of Further Education and Training" (Jane Hofmeyr); "Transforming Higher Education" (Jairam Reddy); "Forging Partnerships To Meet Global Competitiveness and Reconstructive Development" (George Subotzky); "Public vs Private Education: Why South Africa Needs a Healthy Public Education System" (Luis Crouch); "Education as Big Business" (Mick Andrew); "What Lies Behind Private School Innovation?" (Mark Henning); "Issues in Entrepreneurship and Business Education in South Africa" (Andrew Hofmeyr); "Skills Development in South Africa: The Enterprise Is the Life Raft" (Janet Lopes); "Where Is Skills Development on the Business Training Agenda?" (Carmel Marock); "Challenges to Evaluation in South Africa" (Eric Schollar); "Will Public and Private Partnerships Give a New Lease of Life to NGOs?" (Kumi Naidoo); "Gender Equity: A Complex Matter Involving Far More Than Affirmative Action for Women" (AnnMarie Wolpe); "Private Higher Education Essential To Cope with Unprecedented Growth in Student Numbers" (Chris Garbers); "The Transformation of Higher Education" (Nick Segal); "A Statistical Overview of Education in South Africa" (Monica Bot); and "Public and Private Sector Contributions to Education in South Africa" (Charles Simkins). (SM)

ED 459 144 SP 040 360

Bolomey, Antonieta; Munoz-Lopez, Rosie; Ramirez-Garnica, Gabriela; Ramos, Flavia S.
Nosotras viviremos. Los consejos: A Capacity Building Training Manual for Working with Latina Farmworking Mothers and Mentors of Girls.
SPONS. AGENCY- Center for Chronic Disease Prevention and Health

ED 459 163 SP 040 387

Rogovin, Paula
The Research Workshop: Bringing the World into Your Classroom.
PUB DATE- 01
NOTE- 224p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Design; Elementary Secondary Education; Family Involvement; Homework; *Inquiry; Literature; *Student Research; *Workshops; Writing Across the Curriculum
IDENTIFIERS- Guided Study; Reading Across the Curriculum

This book explains how to develop a research workshop, demonstrating how children's interests and questions can become the central focus of the curriculum and offering dozens of techniques for organizing the classroom and the school day to support student research. The book also provides guidelines for finding a wide range of resources, fostering family and community involvement, and dealing with assessment, homework, and diverse student interests and abilities. As examples of how to follow the guidelines, two complete research studies are included. The first six chapters lay the foundation: (1) "Inquiry"; (2) "Guided Research: What Is It?" (3) "Family Involvement"; (4) "Our Inquiry Classroom: The Room Itself"; (5) "Writing in Our Inquiry Classroom"; and (6) "Literature and Reading in Our Inquiry Classroom." Chapter 7, "Research Study: People Who Make or Drive Vehicles," and Chapter 8, "Research Study: Woody Guthrie," present the two complete studies. Three additional research studies on health care workers and scientists, dance and dancers, and workers in the clothing industry may be downloaded from the publisher. An appendix presents excerpts from family homework. (Contains 182 bibliographic references.) (SM)

ED 459 164 SP 040 389

Brown, Jessie C., Ed.; Adams, Arlene, Ed.
Constructivist Teaching Strategies: Projects in Teacher Education.
PUB DATE- 01
NOTE- 232p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Case Studies; Classroom Environment; Classroom Techniques; College Seniors; Computer Uses in Education; *Constructivism (Learning); Diversity (Student); Educational Technology; Elementary Secondary Education; Evaluation Methods; Higher Education; Integrated Curriculum; Internet; Learning Centers (Classroom); Lesson Plans; Literature; Minority Group Children; Parent Participation; Parent School Relationship; Portfolio Assessment; Preservice Teacher Education; Service Learning; Student Evaluation; Student Participation; Teaching Methods
IDENTIFIERS- Child Centered Education

This book provides information from experienced teachers on constructivist teaching, offering examples of preservice teachers' projects, lesson plans, and real-life advice. The 11 chapters are: (1) "Writing Case Studies: Constructing an Understanding of Student and Classroom" (Bettejim Cates); (2)

and women. It includes two training manuals, one addressing the issues of farmworking mothers/mentors, and one addressing the issues of preadolescent and adolescent farmworking girls. This manual for girls emphasizes skills building around communication, refusal and negotiation skills, learning about the body, HIV/AIDS, and sexually transmitted diseases (STDs). It stresses the importance of clear communication styles and skills building. The manual contains six units with basic HIV/AIDS and STD information, exercises, stories, and handouts. Participants go through a subtle process that involves exploring self-identity without assaulting personal experiences or values and using self- reflection to move toward an understanding of the need to address sexuality, HIV, and STDs in their lives. This helps girls gradually become aware of HIV/AIDS prevention. The six units are: (1) "Team Building: Getting to Know Each Other and the Program"; (2) "Our Bodies"; (3) "La Comunicacion: Strategies for Effective Communication"; (4) "Raising Consciousness About HIV/AIDS Among Farmworking Women"; (5) "Understanding the Facts about HIV and Other STDs"; and (6) "Las Destrezas: Skill Development for Young Women." (Contains 11 references.) (SM)

ED 459 183 TM 033 459

Understanding the 1999 MCAS Student Report for Parents/Guardians. The Massachusetts Comprehensive Assessment System.
PUB DATE- 00
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Elementary School Students; Elementary Secondary Education; English; Language Arts; Mathematics; Parents; Psychometrics; Reliability; Sciences; *Scoring; *Secondary School Students; State Programs; Statistical Analysis; *Test Construction; Test Interpretation; *Testing Programs; *Validity
IDENTIFIERS- *Massachusetts Comprehensive Assessment System

This pamphlet explains a child's Massachusetts Comprehensive Assessment System (MCAS) "Student Report for Parents/Guardians." In spring 1999, more than 210,000 students from grades 4, 8, and 10 in Massachusetts took the state's MCAS tests. All public students in grades 4, 8, and 10 are required to participate, and the Education Reform Law provides for no exemptions. Tests are given in English Language Arts, Mathematics, Science & Technology, and History and Social Science (grades 8 and 10 only). The student report provides a page of information about the child's performance for each content area in which a child was tested. Each page shows the subject area, the performance level achieved by the student, the total score for the subject area, and a display of score and probably ranges of scores. The report explains the performance levels (Advanced, Proficient, Needs Improvement, and Failing) with the score ranges for each level. Each page also shows how the student's performance compared with school, district, and state average scores. Comments about writing appear on the English language arts page of the student report. (SLD)

ED 459 184 TM 033 460

MCAS Technical Report, 1999. Massachusetts Comprehensive

Institutional Planning, Analysis, Reporting, & Data Administration (IPLAN) at the University of Akron.

LANGUAGE- English

EDRS Price- MF01/PC08 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Academic Advising; *Alumni; *Graduate Surveys; Higher Education; Job Placement; Research Methodology; Satisfaction; *Student Attitudes; Student Financial Aid

IDENTIFIERS- *University of Akron OH

This report combines the results of the 1997, 1998, 1999, and 2000 administrations of the University of Akron (UA) Alumni Survey. During each survey, a questionnaire with more than 100 items was mailed to each undergraduate alumnus 1 year and 6 years after his or her graduation. As a result, this survey combines responses of the classes of 1991 through 1999, with the exception of the class of 1995. Responses for the 4 surveys ranged from a high of 1,048 for the 1999 survey to a low of 839 for the 1998 survey. Respondents rated three areas relatively highly: library facilities, major field of study, and the overall value of the UA education. The surveys reveal three areas that present a challenge for the university: placement services, University College advising, and financial aid. The improvement reported by alumni for placement services was the most dramatic noted in the surveys, although concerns remained. Average ratings for items related to University College advising were among the lowest in the surveys, with respondents rating the overall quality as only slightly better than fair. Results for the area of financial aid were mixed, with the overall quality rated as better than fair. Six items addressed respondents' perceptions of employees' concern for students, and these were rated lower than the overall score for student satisfaction. Recommendations are made for the improvement of the survey process, with redesign of the survey and a re-evaluation of the population surveyed. Appendixes contain results tables, a glossary, and the questionnaire. (Contains 17 tables and 39 figures.) (SLD)

ED 459 204 TM 033 501

National Study of Postsecondary Faculty, 1993: CD-ROM Public Use Faculty and Institution Files. CD-ROM .

SPONS. AGENCY- National Science Foundation, Washington, DC.; National Endowment for the Humanities (NFAH), Washington, DC.

PUB DATE- 98

NOTE- 0p.; For the user's manual for these public-use files, see ED 414 342.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- 17 tables and 39 figures.) (SLD)

DESCRIPTORS- Coding; *College Faculty; Colleges; Data Analysis; Data Collection; *Higher Education; Institutional Characteristics; National Surveys; Optical Data Disks; Teacher Attitudes; *Teacher Characteristics; Teacher Salaries; User Needs (Information)

IDENTIFIERS- Data Files; *National Study of Postsecondary Faculty; Statistical Analysis System; Statistical Package for the Social Sciences

This CD-ROM contains the public use files of data from the 1992-1993 National Study of Postsecondary Faculty, the second cycle of this study. The CD contains two directories, PUBFAC93 and INST93. PUBFAC93 contains information providing a national profile of faculty, including information about professional

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *Black Students; Curriculum; Educational Attainment; Educational Finance; Elementary Secondary Education; Equal Education; *Hispanic American Students; Mathematics Achievement; Minority Group Children; *Poverty; *Racial Differences; Reading Achievement; Science Achievement; Special Needs Students; Tables (Data); Teacher Effectiveness; Teaching Skills; White Students
IDENTIFIERS- African Americans; Alaska; Latinos; National Assessment of Educational Progress

This report provides data on the academic achievement gap that separates low-income and minority students from other students, examining how well different groups of students perform in Alaska and noting inequities in teacher quality, course offerings, and funding. Included are tables and data that provide: a frontier gap analysis (a comparison of Alaska to the leaders in achievement and gap closing); student profile (the demographic distribution of youth in Alaska); state performance levels for 1996 (academic achievement and educational attainment); opportunity (well prepared teachers, challenging curricula, special student placements, effective instruction, and annual per pupil investments); minority achievement gains, state by state; and analysis of minority-white achievement gaps by subject area and grade level. Student achievement data are based on the National Assessment of Educational Progress (NAEP). Since Alaska did not participate in these tests in 1998, it is impossible to provide an overview of the state's gaps and progress in student achievement. Based on the 1996 test results, however, Latino 8th graders in Alaska score more than 3 years behind white 8th graders in the state in math and more than 2 years behind in science. The state's poor/non-poor achievement gap would close for 8th graders in science if poor students in Alaska scored as well as poor students in North Dakota. (Contains 24 references.) (SM)

ED 459 223 UD 034 475

State Summary of Arizona. Ed Watch Online.
SPONS. AGENCY- Carnegie Corp. of New York, NY.
PUB DATE- 01
NOTE- 27p.; Also supported by the Washington Mutual Foundation. For the other State Summaries, see UD 034 472-523. For the Summary of the Nation, see UD 034 472.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *Black Students; Curriculum; Educational Attainment; Educational Finance; Elementary Secondary Education; Equal Education; *Hispanic American Students; Mathematics Achievement; Minority Group Children; *Poverty; *Racial Differences; Reading Achievement; Science Achievement; Special Needs Students; Tables (Data); Teacher Effectiveness; Teaching Skills; White Students
IDENTIFIERS- African Americans; Arizona; Latinos; National Assessment of Educational Progress

This report provides data on the academic achievement gap that separates low-income and minority students from other students, examining how well different groups of students perform in Arizona and noting inequities in teacher quality, course offerings, and funding. Included are tables and data that provide: a frontier gap analysis (a comparison of Arizona to the leaders in achievement and gap closing); student profile math, science, and reading. Hispanic 8th graders in Maine score more than 2 years behind white 8th graders in the state in science. (Contains 24 references.) (SM)

ED 459 241 UD 034 493

State Summary of Maryland. Ed Watch Online.
SPONS. AGENCY- Carnegie Corp. of New York, NY.
PUB DATE- 01
NOTE- 27p.; Also supported by the Washington Mutual Foundation. For the other State Summaries, see UD 034 473-523. For the Summary of the Nation, see UD 034 472.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *Black Students; Curriculum; Educational Attainment; Educational Finance; Elementary Secondary Education; Equal Education; *Hispanic American Students; Mathematics Achievement; Minority Group Children; *Poverty; *Racial Differences; Reading Achievement; Science Achievement; Special Needs Students; Tables (Data); Teacher Effectiveness; Teaching Skills; White Students
IDENTIFIERS- African Americans; Latinos; Maryland; National Assessment of Educational Progress

This report provides data on the academic achievement gap that separates low-income and minority students from other students, examining how well different groups of students perform in Maryland and noting inequities in teacher quality, course offerings, and funding. Included are tables and data that provide: a frontier gap analysis (a comparison of Maryland to the leaders in achievement and gap closing); student profile (the demographic distribution of youth in Maryland); state performance (academic achievement and educational attainment); opportunity (well prepared teachers, challenging curricula, special student placements, effective instruction, and annual per pupil investments); minority achievement gains, state by state; and analysis of minority-white achievement gaps by subject area and grade level. Hispanic 4th graders in Maryland made more progress in reading from 1992 to 1998 than Hispanic 4th graders in most other states. However, Hispanic 8th graders in Maryland score more than 3 years behind white 8th graders in the state in math and science, about 3 years behind in writing, and more than 2 years behind in reading. African American 8th graders in Maryland score more than 4 years behind white 8th graders in the state in math, more than 3 years behind in science, about 3 years behind in reading, and more than 2 years behind in writing. The state's poor/non-poor achievement gap would close for 8th graders in science if poor students in Maryland scored as well as poor students in North Dakota. (Contains 24 references.) (SM)

ED 459 242 UD 034 494

State Summary of Massachusetts. Ed Watch Online.
SPONS. AGENCY- Carnegie Corp. of New York, NY.
PUB DATE- 01
NOTE- 27p.; Also supported by the Washington Mutual Foundation. For the other State Summaries, see UD 034 473-523. For the Summary of the Nation, see UD 034 472.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *Black Students; Curriculum; Educational Attainment; Educational Finance; Elementary

Pennsylvania and noting inequities in teacher quality, course offerings, and funding. Included are tables and data that provide: a frontier gap analysis (a comparison of Pennsylvania to the leaders in achievement and gap closing); student profile (the demographic distribution of youth in Pennsylvania); state performance (academic achievement as measured by college admissions tests and educational attainment); opportunity (well prepared teachers, challenging curricula, special student placements, effective instruction, and annual per pupil investments); minority achievement gains, state by state; and analysis of minority-white achievement gaps by subject area and grade level. Student achievement data are based on the National Assessment of Educational Progress (NAEP). Because Pennsylvania did not participate in any of the NAEP tests in 1998, and participated only in one of three tests given in 1996, it is impossible to provide a complete profile of student achievement in Pennsylvania. (Contains 24 references.) (SM)

ED 459 260 UD 034 512

State Summary of Rhode Island. Ed Watch Online.
SPONS. AGENCY- Carnegie Corp. of New York, NY.
PUB DATE- 01
NOTE- 27p.; Also supported by the Washington Mutual Foundation. For the other State Summaries, see UD 034 472-523. For the Summary of the Nation, see UD 034 472-523.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *Black Students; Curriculum; Educational Attainment; Educational Finance; Elementary Secondary Education; Equal Education; *Hispanic American Students; Mathematics Achievement; Minority Group Children; *Poverty; *Racial Differences; Reading Achievement; Science Achievement; Special Needs Students; Tables (Data); Teacher Effectiveness; Teaching Skills; White Students
IDENTIFIERS- African Americans; Latinos; National Assessment of Educational Progress; Rhode Island

This report provides data on the academic achievement gap that separates low-income and minority students from other students, examining how well different groups of students perform in Rhode Island and noting inequities in teacher quality, course offerings, and funding. Included are tables and data that provide: a frontier gap analysis (a comparison of Rhode Island to the leaders in achievement and gap closing); student profile (the demographic distribution of youth in Rhode Island); state performance (academic achievement and educational attainment); opportunity (well prepared teachers, challenging curricula, special student placements, effective instruction, and annual per pupil investments); minority achievement gains, state by state; and analysis of minority-white achievement gaps by subject area and grade level. Hispanic 4th graders in Rhode Island made more progress in math from 1992 to 1996 than Hispanic 4th graders in almost every other state. African American 4th graders in Rhode Island made more progress in reading from 1992 to 1998 than African American 4th graders in almost every other state. Similarly, African American 8th graders made more progress in math from 1990 to 1996 than African American 8th graders in almost every other state. However, African American and Hispanic 8th graders score 3 years or more behind white 8th graders in the state in math, science, reading and writing. The state's poor/non-poor achievement gap would close for 8th graders in science if poor students in Rhode Island scored as well as poor students in meet the country's current needs. It suggests that content and methods should be changed by introducing courses on managing diversity and anti-discriminatory practice, with an emphasis on multicultural education. It looks at the entire teaching culture and educational methods that hinder efforts to democratize Czech schools, describing international and local best practices. Chapter 4 focuses on other action that is necessary to improve interethnic relations, such as teacher networking and changing awareness and attitudes at the level of individual schools. Chapter 5 lists interconnected policy recommendations, indicating priority initiatives. An appendix defines multicultural education, antiracist education, intercultural education, and affirmative action. (Contains 108 bibliographic references.) (SM)

ED 459 279 UD 034 578

Wechsler, Harold S.
Access to Success in the Urban High School: The Middle College Movement. Reflective History Series.
SPONS. AGENCY- Ford Foundation, New York, NY.
PUB DATE- 01
NOTE- 206p.; Foreword by William J. Reese.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College School Cooperation; Community Colleges; Governance; High Risk Students; High School Students; High Schools; Minority Group Children; Open Enrollment; Public Schools; *Urban Schools; Urban Youth
IDENTIFIERS- *Middle College High School NY; Middle Colleges; New York City Board of Education

This book describes the design, growth, and replication of New York City's Middle College High School (MCHS). Chapter 1 relates the history of moves to integrate high school and college, the rationale for this reform, and reasons why prior to the 1970s, the movement was confined to very few two-year and independent colleges. Chapter 2 shows how staff at LaGuardia Community College in Queens attempted to realize the goals of open admissions by adapting an innovation heretofore aimed at able students to the needs of high-risk students. It traces the process by which LaGuardia staff obtained city and state approvals for a grade-integrated school at a community college with no prior administrative relationship with the city's public schools. Chapter 3 tells how LaGuardia and MCHS grew up together, overcoming internal resistance, jurisdictional questions, and opposition by local high school principals. Chapter 4 discusses attempts at replicating the school, noting that success depended on the proficiency and commitment of faculty and administrators and on political acumen. Chapter 5 places the middle college movement in the context of current attempts by educators and policymakers to rethink the transition between high school and college. (Contains approximately 380 references.) (SM)

ED 459 280 UD 034 579

Casserly, Michael
Beating the Odds: A City-by-City Analysis of Student Performance and Achievement Gaps on State Assessments.
PUB DATE- 01
NOTE- 243p.
LANGUAGE- English

at OERI" (Michael S. Knapp and Rudy Crew); and "Boldness along the Road to Greater Student Achievement in Urban School Systems" (Sam Stringfield and Gerry House). Cross-cutting issues raised during the subsequent discussions are described in the reminder of the summary and include current and emerging issues for children and families in urban areas (e.g., rethinking approaches to standards, examining school financing, and applying other public models); research directions (e.g., examining intersections and contexts, understanding the classroom as a context, and reassessing the role of university-based research); implications for policymaking (e.g., bridge divided realms, match rhetoric with reality, and align incentives); and lessons for practice (e.g., adapting and updating promising models, rebuilding trust, and contextualizing collaboration). (SM)

ED 459 299 UD 034 605

Borjas, George J.
Heaven's Door: Immigration Policy and the American Economy.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 99
NOTE- 263p.; "With a new preface by the author."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010), Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Economic Impact; Economics; Ghettos; Human Capital; *Immigrants; *Immigration; Job Skills; Labor Market; Labor Supply; Minority Groups; Public Policy; Social Mobility; Welfare Services
IDENTIFIERS- *Immigration Law; National Origin

This book discusses the economics of immigration, analyzing immigrants' skills, national origins, welfare use, economic mobility, and impact on the labor market and using new data to trace current trends in ethnic segregation. Twelve chapters examine (1) "Reframing the Immigration Debate"; (2) "The Skills of Immigrants"; (3) "National Origin"; (4) "The Labor Market Impact of Immigration"; (5) "The Economic Benefits from Immigration"; (6) "Immigration and the Welfare State"; (7) "Social Mobility across Generations"; (8) "Ethnic Capital"; (9) "Ethnic Ghettos"; (10) "The Goals of Immigration Policy"; (11) "A Proposal for an Immigration Policy"; and (12) "Conclusion." The book concludes that the country would benefit from a more skilled, and slightly smaller, immigrant flow. It explains that the economic impact of immigration is a distributional one, with immigration shifting wealth away from those who compete with immigrants' skills and abilities and toward those who employ or use those immigrant resources. While those who lose from immigration tend to be quite diffused, the winners are much more concentrated and better organized, with many immigrants employed in a few industries and the employers in those industries gaining substantially. There are dangers ahead because of powerful interest groups that gain substantially from current immigration policy. (SM)

ED 459 300 UD 034 606

Cuban, Larry
Leadership for Student Learning: Urban School Leadership--Different in Kind and Degree.
SPONS. AGENCY- Carnegie Corp. of New York, NY.; Metropolitan Life Foundation.; Ford Foundation, New York, NY.; Office of Educational Research and Improvement (ED), Washington, DC.; UPS

Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cable Television; Class Activities; *Current Events; Discussion; Educational Television; Elementary Secondary Education; Programming (Broadcast); *Social Studies; Teaching Guides; *World Affairs
IDENTIFIERS- *Cable News Network; *CNN Newsroom

These classroom guides, designed to accompany the daily CNN (Cable News Network) Newsroom broadcasts for the month of November 2001, provide program rundowns, suggestions for class activities and discussion, student handouts, and a list of related news terms. Top stories include: economic stimulus and U.S. steps up the bombing campaign in Afghanistan, (November 1-2); Bush administration faces tough questions about its military campaign, U.S.-led air strikes in Afghanistan intensify, President Bush wants coalition partners to back up their support for the war against terrorism, election roundup-Michael Bloomberg wins New York City's mayoral election, and Presidential address (November 5-9); the USS Stennis departs for the Arabian Sea, the Northern Alliance takes over Kabul, U.S. leaders are pleased with the retreat of Taliban forces, and a Taliban leader issues a new threat against the United States (November 13-16); Afghanistan ponders its political future, U.S. continues to hunt for Osama bin Laden, and U.S.-led war against the Taliban and al Qaeda is at a standoff (November 19-21); Taliban prisoners stage a prison revolt, U.S. Marines in Afghanistan hunt for Osama bin Laden, targeting terrorists, and first U.S. combat death in Afghanistan is confirmed (November 26-30). (MES)

ED 458 874 IR 021 028

Hwang, Young Suk; Fisher, William; Vronglstinos, Konstantinos
Calibrating a Measure of Motivation in Using Technology.
PUB DATE- 01
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001). Contains colored chart with illegible type.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Technology; Grade 6; Intermediate Grades; *Learning Motivation; *Measurement Techniques; *Measures (Individuals); *Student Motivation; Student Surveys

This study examines the functioning of an instrument for measuring elementary school students' motivation to learn about technology. The theoretical framework of the study is based on expectancy-value theory, which focuses on cognitive factors in determining achievement behaviors. Participants were 129 sixth grade students. A questionnaire was group administered orally to the students. The 36 items in the questionnaire addressed the following areas thought to bear on a measure of motivation to learn about technology: self-concept of ability, perception of technology, intrinsic causal attribution, extrinsic causal attributions, task-involved motivation, ego-involved motivation, parents' perception, female gender issues, and male gender issues. It is concluded that the attempt to develop an instrument to measure motivation in learning about technology was successful. Several figures and tables presenting survey data are appended. (Contains 17 references.) (MES)

ED 458 875 IR 021 031

Electronic Signatures in Global and National Commerce Act. Public

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; *Community Colleges; *Developing Nations; Educational Opportunities; Educational Supply; Financial Support; Foreign Countries; *Global Approach; *Models; Poverty; Poverty Areas; Tuition; Two Year Colleges; World Affairs

This paper argues that community college models, especially in developing countries, can be victims of the vocational school fallacy, which holds that that two-year vocational/technical schools that ignore a general education foundation may not be an optimal means for solving worker needs. In addition, globalization has hastened a mirroring of the American community college model across the globe, and its implementation does not always evoke social reform. The paper describes five homogenizing characteristics of community college models: (1) all are postsecondary and post-compulsory, and although they are included in national educational plans, they have a curriculum, budget, and a mission that expresses localized connections; (2) each model has a specific purpose that advocates a singular element (technical or occupational); (3) the models are not highly regarded by governments, university scholars, or the populace; (4) all models vary according to local needs; and (5) the models embody an ideal that low tuition accentuates open access, which in turn perpetuates alternative routes for postsecondary education that can build and maintain democratic overtures in relation to societal change. The author concludes by stating that, despite its problems, a higher education structure that acknowledges and endorses diversity, such as the community college model, will continue to be in demand. Appended are two tables noting program variations among 52 different countries. (Contains 22 endnotes.) (NB)

ED 458 894 JC 020 001

eTech College of Wisconsin Plan.
PUB DATE- 01
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Community Colleges; *Computer Mediated Communication; *Distance Education; *Educational Technology; Home Study; Independent Study; Internet; Nontraditional Education; *Online Courses; Two Year Colleges; World Wide Web
IDENTIFIERS- *Web Based Instruction; *Wisconsin Technical College System

The Wisconsin Technical College System (WTCS) developed the eTech College of Wisconsin, which provides expanded learning opportunities for students through quality curriculum offered online. The program is designed to complement other learning delivery methods and to be accessible from any location at any time. The college allows students to select the WTCS district(s) they will enroll at and take courses from, with all 16 colleges participating. Courses are priced at standard tuition and fees for both residents and non-residents. This paper includes an eTech College plan for governance, curriculum, students services, marketing, and technical support. The plan for finance indicates that the costs of the project will be allocated according to the following formula:

resources; (7) faculty and staff; (8) physical resources; (9) financial resources; and (10) governance and administration. Each institutional standard is broken down into a descriptive summary, self-evaluation, and planning agenda for each article of the standard. Highlights of the planning summary include: (1) standard 1, establish an evaluation cycle to review and update the mission statement, core values, and goals on a regular basis; (2) standard 2, evaluate the success of the cultural pluralism policy; (3) standard 3, develop a system for addressing the institution's overall classified staffing needs; (4) standard 4, the Counseling Department should design a more formal method of enhancing communication with other departments; (5) standard 5, opportunities for students to receive services and interact with faculty via the Internet should be expanded; and (6) standard 6, the college should revise the timeline and baseline budget for its summer service provision. (NB)

ED 458 914   JC 020 029

Meld, Andrea
Running Start Research and Discussion.
PUB DATE- 00
NOTE- 12p.; Paper presented at the Meeting of the Pacific Northwest Association of Institutional Researchers and Planners (PNAIRP) (Portland, OR, October 19, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Community Colleges; *Cooperative Programs; *Dual Enrollment; Educational Assessment; Followup Studies; High School Students; Higher Education; *Institutional Cooperation; Program Evaluation; Student Attitudes; Technical Institutes; Universities
IDENTIFIERS- *Washington

This report discusses several studies of Running Start, a dual-enrollment program for high school juniors and seniors in Washington. The program was created in 1990 by the Washington State Legislature to expand educational choices for high school students. In 1991-1992, there were less than 1,000 students participating; in 1998-1999 there were more than 12,500 students. Thirty-two community and technical colleges and three universities participate in the program. Highlights of this report include: (1) A statewide study indicated that 73% of students enroll in the program to earn college credits, 64% to save costs of taking college courses, 60% to "take responsibility" for their own education, and 58% to be in class fewer hours during the day; (2) At the University of Washington (UW), Running Start students tended to have somewhat higher high school GPAs point averages and SAT scores than freshmen as a whole; (3) At UW, 54% of Running Start students were white, 26% Asian, 3% Hispanic, and nearly 2% African American--a diversity similar to the entire freshmen class; (4) Statewide, Running Start students enroll in social sciences (24%), English and speech (21%), humanities (18%), math (11%), and science (8%); and (5) Better communication between community college advising and university advising and between high school counselors and community college advisors is needed. (NB)

ED 458 915   JC 020 031

Ruiz, Rachel Sue
Transforming a Community College in Support of Learning: A Case

ED 458 934 PS 029 859

Hast, Fran; Hollyfield, Ann
More Infant and Toddler Experiences.
PUB DATE- 01
NOTE- 186p.; For "Infant and Toddler Experiences," see ED 436 273. Published by Redleaf Press.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Activities; *Activity Units; Child Caregivers; Child Development; Curiosity; *Day Care; *Day Care Centers; Early Experience; Individual Development; *Infants; *Learning Activities; Preschool Education; Psychomotor Skills; School Activities; *Toddlers
IDENTIFIERS- California

Based on experiences gained at the Palo Alto Infant-Toddler Center and the view that quality child care for infants and toddlers depends upon nurturing, long-term connections with their caregivers, other children, and their families, this book presents strategies for interacting with young children that support the developing child as well as the caregiver learning on the job. Chapter 1 of the book, "Reviewing the Foundation," discusses the 10 principles guiding respectful caregiver interactions with infants and toddlers and 7 strategies for applying the principles in everyday work with children. These strategies include observing individual children to provide for optimal stress, modeling the desired behavior, acknowledging children's feelings, anticipating transitions, helping children articulate needs and wants, offering real choices, and setting consistent limits. Chapter 2, "Planning Environments To Support Infants' and Toddlers' Learning," explores infant/toddler everyday behaviors, and ideas for planning environments that are sensitive to learning and that enable quality interactions, thus making the caregiver's work more enjoyable. The model presented in this chapter is organized by the "Three C's": (1) children's Curiosity; (2) Connections with others; and (3) the physical Coordination necessary for skill integration. Also discussed are problems arising when caregivers do not include infant/toddler development in planning the care environment. Chapter 3, "Planned Experiences for Infants and Toddlers," comprises the bulk of the book and contains planned experiences for small groups organized by developmental age: infant, infant/toddler, and toddler. Each experience is presented with a brief description, list of materials, procedures, other things to think about, and a scenario recounting a real interaction during that experience. (KB)

ED 458 935 PS 029 864

Baker, Maureen
Reinforcing Obligations and Responsibilities between Generations: Policy Options from Cross-National Comparisons. Perspectives.
PUB DATE- 96
NOTE- 46p.; A discussion paper commissioned by the Vanier Institute of the Family for Presentation at its Symposium, Of Mutual Benefit: A Preliminary Exploration of Issues and Prospects for Intergenerational Renewal (Ottawa, Ontario, Canada, September 25-26, 1996).
LANGUAGE- English

differences, temperament, timing of recess, and cognitive/social implications of breaktime. Chapter 6 discusses peer aggression, concentrating on bullying and victimization. Chapter 7 examines research and conceptualizations of the classroom environment, and connections between class size and the size and number of within-class groupings. Chapter 8 provides information on the nature of teacher-student interactions in classrooms and effects on educational outcomes. Chapters 9 and 10 examine literacy and mathematics learning, respectively. Chapter 11 looks critically at research on teacher expectations and the processes through which expectations might be mediated. Chapter 12 posits the argument that a better understanding of the influences on the relative performance of boys and girls is a main challenge for educational research, with important theoretical and practical implications. (Contains 487 references.) (KB)

ED 458 952 PS 029 904

Chard, Sylvia C.
Project Approach: Taking a Closer Look. What Is Worth Knowing More about Where You Live? CD-ROM .
PUB DATE- 01
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- Elementary Education; *Elementary School Curriculum; Optical Disks; Photographs; Planning; *Student Centered Curriculum; Student Evaluation; *Student Projects; *Teaching Methods
IDENTIFIERS- *Project Approach (Katz and Chard)

This CD-ROM presents accounts of seven children's projects, illustrated by several hundred photographs of project work in progress and samples of children's work. A structural framework for planning, implementing, and evaluating project work is also presented, with specific reference to the sample projects. The challenges and rewards for teachers new to project work are discussed with reference to teachers' own experience with the children in their classrooms. (KB)

ED 458 953 PS 029 905

Statham, June; Dillon, Jean; Moss, Peter
Placed and Paid For: Supporting Families through Sponsored Day Care. Studies in Evaluating the Children Act 1989.
PUB DATE- 01
NOTE- 139p.; Based on a study funded by the Great Britain Department of Health.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Caregiver Attitudes; Child Caregivers; Client Characteristics (Human Services); *Day Care; Definitions; Delivery Systems; Early Childhood Education; *Family Needs; Family Programs; Foreign Countries; Low Income Groups; Parent Attitudes; Program Effectiveness; *Program Evaluation; Public Policy; *Young Children
IDENTIFIERS- *Child Care Needs; Children Act 1989 (Great Britain); Day Care Quality; Program Characteristics; *Subsidized Child Care Services; United Kingdom

A central component of the Children Act 1989 in Great Britain is sponsored care, the purchase by local authorities of places for individual children in voluntary and private day care

(Groups); *Philanthropic Foundations; Poverty; Preschool Education; Program Descriptions
IDENTIFIERS- *Foundation for Child Development

This annual report details the activities of the Foundation for Child Development (FCD) for 2000-2001. Beginning the report is a presentation of the Foundation's mission, its funding priorities, and application procedures. The report then lists the members of the Council, Board of Directors, Officers, and staff. This is followed by the joint statement of the chair, Karen Gerard, and the president, Ruby Takanishi, highlighting FCD's support of policy-relevant research on low-income working families and their needs. The statement also discusses plans to deepen the Foundation's focus on achieving universal prekindergarten voluntary educational programs for all 3- and 4-year-olds and partnerships with other organizations to create a journalism fellowship program to produce journalists who will contribute greater attention to and action on the broad range of issues affecting family life. The remainder of the annual report delineates the research, policy, communication, leadership development, discretionary, and Anne K. Belding Memorial Fund grants awarded in 2000-2001. The newly-formed Jane G. Dustan Fund is described as well. The report also contains the independent auditor's report detailing the financial position of the foundation and the schedule of investments. Completing the annual report is a brief history of the Foundation. (KB)

ED 458 970 PS 029 931

Richards, Jayleen; Dominguez-Arms, Amy
California Report Card, 2001: Factors for School Success.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; David and Lucile Packard Foundation, Los Altos, CA.; Miriam and Peter Haas Fund, San Francisco, CA.
PUB DATE- 01
NOTE- 46p.; For the 2000 edition, see ED 445 828. Elizabeth Cushing wrote the program highlights. Also funded by the Atlas Family Foundation, the Clorox Company Foundation, and Gap Foundation.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Child Health; Child Safety; Child Welfare; *Children; Delinquency; Dropouts; Early Parenthood; Family Income; Foster Care; Health Insurance; Housing; Poverty; *Social Indicators; *Trend Analysis; Unemployment; Weapons; Well Being
IDENTIFIERS- *California; Ethnic Differences; *Indicators

Noting that children's educational success is a high priority for California parents, voters, public officials, and business leaders, this report card documents how economic, health, and other conditions affect California children's learning and well-being. The report's introduction discusses factors influencing educational success, including high-quality preschool and access to health care. This section notes that there are important county, regional, and ethnic differences in academic achievement. An estimated 20 percent of California school-age children live in poor families. The introduction further notes that California continues to improve in the proportion of pregnant women receiving timely prenatal care and in the infant mortality rate. However, California children are more likely to lack health insurance than are children nationwide. Following the introduction, the report discusses adolescent well-being in summaries of recent events in each of the Australian states, and information for use in parent newsletters. (KB)

ED 458 987 PS 029 950

District of Columbia Early Care and Education Strategic Plan.
SPONS. AGENCY- Administration for Children and Families (DHHS), Washington, DC.; District of Columbia Dept. of Human Services, Washington, DC. Office of Early Childhood Development.
PUB DATE- 01
NOTE- 63p.; Printed under the Child Care and Development fund, DHHS.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Day Care; *Early Childhood Education; *Educational Planning; Long Range Planning; *Strategic Planning
IDENTIFIERS- *District of Columbia

This report details the early care and education strategic plan for the District of Columbia. Following an executive summary, the report provides the rationale for developing an early care and education strategic plan and describes the process used to develop the plan. The top 10 early care and education issues in the district are then delineated and drafts of the vision and mission statements are presented. The proposed goal statements for the plan follow. The report then presents the citywide strategic plan--known as the Safe Passages program--as focusing on five major areas: (1) building and sustaining healthy neighborhoods; (2) assuring economic development; (3) making government work; (4) improving democratic practices in the district; and (5) ensuring that families, youth, and individuals are healthy and productive. The report next delineates selected goals and objectives of the Safe Passage Program as they relate to early care and education and early child development. It also provides an update on progress in meeting short-term objectives for early care and education in the district. The next steps in the strategic planning process are then delineated. The report concludes with a list of participants in the strategic planning process. (Contains a 16-item selected bibliography.) (KB)

ED 458 988 PS 029 952

Preece, Laurel, Ed.
ERIC/EECE Newsletter, 2001.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 14p.; Published twice yearly. For 2000 ERIC/EECE Newsletters, see ED 444 768.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022), Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Achievement; Early Childhood Education; Elementary Education; *Mixed Age Grouping; Outcomes of Education; *Teacher Education; *Teacher Effectiveness
IDENTIFIERS- ERIC Clearinghouse on Elementary Early Child Educ

This document consists of the two 2001 issues of the newsletter of the ERIC Clearinghouse on Elementary and Early Childhood Education (ERIC/EECE). Each issue contains a feature article and one or more short articles on topics related to early

NOTE- 33p.; This document is part of a new policy paper publication series, Promoting the Emotional Well-Being of Children and Families.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Change Strategies; *Child Health; Child Rearing; *Child Welfare; Childhood Needs; Community Role; *Foster Children; *Individual Development; Preschool Children; Preschool Education; Public Policy; *Well Being

IDENTIFIERS- Family Reunification; *Permanency Planning (Foster Care); Risk Factors

Noting the relatively little attention focused on linking child welfare practice with health care, early intervention, and other strategies that could effectively address the risks faced by young children in foster care, this policy paper is intended to challenge communities across the country to attend to the needs of children in or at risk of foster care placement. The paper highlights the special risks such children face and identifies strategies that service providers, courts, policymakers, and advocates can use to enhance the healthy development of young children in foster care and promote their prospects for permanency-- whether reunification with family or adoption. Key findings from research on young children in foster care are noted, in particular that a significant percentage of these young children do not receive basic health care such as immunizations; specialized needs resulting from developmental delays and emotional and behavioral conditions are even less likely to be addressed. The paper next details promising strategies to promote healthy development of young foster children, including providing developmentally appropriate health care, and creating monitoring and tracking mechanisms to ensure that needed health, developmental, and mental health services are provided. The paper then presents several action steps and key recommendations, such as harnessing the power of the courts to enhance foster children's healthy development; and developing explicit state and community-based strategies to ensure that young children in foster care have access to developmental health services, high quality child care including Early Head Start, and preschool and family support programs. The paper's two appendices list federal building blocks to improve the development of young children in foster care and program contact information. (Contains 51 endnotes.) (HTH)

ED 459 007 PS 029 993

The Challenge of Universal Primary Education: Strategies for Achieving the International Development Targets.

PUB DATE- 01

NOTE- 48p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Access to Education; Change Strategies; Developing Nations; Elementary Education; *Equal Education; Foreign Countries; Gender Issues; Global Approach; *Objectives; *Poverty; *Problem Solving

IDENTIFIERS- Great Britain

The Department for International Development (DFID) is the be skilled in their use; an inclusive approach is urgently needed and should be facilitated by an external agent; and communication is an essential component to reinforce the inclusive approach and validate its success. An appendix describes the resource kit of books, pamphlets, newsletters, posters, and other materials to raise community awareness of OM. (Contains 22 references.) (TD)

ED 459 025 RC 023 228

McSwan, David
School at the Centre (SatC): A Pilot Project in North Queensland. Report One: Completion of Phase One, the US Visit and Visits to Australian Schools.
PUB DATE- 01
NOTE- 156p.; Also produced by the Northern Priority Country Area Program. Funded by the Department of Transport and Regional Services under the Community Partnerships with Regional Universities Program. Ivan Searston was project director.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Change; Educational Philosophy; Elementary Secondary Education; Foreign Countries; Indigenous Populations; *International Cooperation; Pilot Projects; *Rural Areas; *Rural Education; Rural Schools; *School Community Relationship; Service Learning
IDENTIFIERS- *Australia (Queensland); Nebraska; *Place Based Education; Sense of Community

The School at the Centre pilot project in Queensland, Australia, seeks to assess the transferability to Queensland of the philosophy and practice of the Nebraska-developed School at the Center program. The pilot project consists of three phases: information gathering, planning, and implementation and evaluation. This report covers work done during phase one. The School at the Center program focuses on rural place, and its philosophy is characterized by two core statements: 20 percent of the curriculum should reflect place, both the immediate locality and the broader rural milieu; and this curriculum should make a contribution to the local community. During reciprocal visits by Australian and American personnel to Nebraska and Queensland rural schools and communities, it was noted that rural areas in both countries were in decline and had educational programs that discounted rural place in the curriculum. Numerous examples from the Nebraska program confirmed that meaningful activities stemming from locality can be embedded into curricula, and that when a school contributes to its community, the community will reciprocate and profit. Overall, it was felt that the Nebraska program was transferable to Queensland. Two chapters discuss an American perspective on the School at the Centre program and steps involved in implementing phase 2 of the program. Twelve appendices present bibliographic resources, project letters, and data gathered in phase 1. (TD)

ED 459 026 RC 023 230

Power, Kerith; Roberts, Dianne
Early Childhood Education as a Contact Zone--Emergent Indigenous Leadership in Australia and Canada.
PUB DATE- 00
NOTE- 6p.; Paper presented at the Annual Meeting of the Australian Association for Research in Education (Sydney, Australia, December 4-7, 2000).

the recent involvement of nongovernmental organizations in multi-grade teacher education programs. The fourth example, from Sri Lanka, illustrates how some problems faced by multi-grade teachers can be solved by recognizing that even mono-grade classes contain very wide differences in achievement and that a single grade may be conceived as a multi-grade context. The final experience describes Project Impact, which began as a radical reform of primary education in Indonesia and the Philippines and expanded to Liberia, Malaysia, Bangladesh, and Jamaica. Research on the outcomes and costs of multi-grade teaching is reviewed, and implications for the practice of multi-grade teaching are presented. (Contains 61 references and an annotated bibliography with 52 entries.) (TD)

ED 459 043 RC 023 252

Rural Policy Matters: A Newsletter of Rural School & Community Action, 2001.
PUB DATE- 01
NOTE- 46p.; Published 11 times in 2001. July/August is a combined issue. For Volume 2, see ED 448 946.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Activism; *Court Litigation; *Educational Equity (Finance); *Educational Facilities Improvement; Educational Needs; *Educational Policy; Educational Research; Elementary Secondary Education; *Rural Education; Rural Schools; *Small Schools; State Aid; State Legislation

This document contains the 11 issues of the newsletter "Rural Policy Matters" published in 2001. Issues examine recent educational research on small and rural schools; report on court litigation related to rural school finance, local advocacy efforts in support of rural schools, and the condition of rural school facilities; outline policy issues related to rural educational reform and funding; and describe publications and Web sites of interest. Articles include: "Nebraska Property Taxes: Who Suffers Most?"; "Parents Saying No to High Stakes Testing"; "Unequal and Inadequate: Funding Litigants Eyeing Facilities Issues"; "E-Rate Works Despite Hassles: Shift from FCC Could Mean Shaky Funding"; "Equal Facilities Funding in Alaska: Court Rules for Rural, Native Children"; "Vermont's Act 60 Improves Equity"; "It's a Rough Road Out There: Five State Study Documents Student Busing Experiences"; "Leveling Off and Zeroing Out: Budget Cuts Hit Facilities Programs"; "Lake View: The Little District That Could"; "Rural Education Finance Center Ready To Work"; "Teacher Recruitment and Retention: What Works in the Midwest"; "Ohio's DeRolph Decision: Complex and Controversial"; "The Puzzle of Rural Teacher Shortages"; "North Carolina's School Finance Case: A Victory for At-Risk Students--But Is More Money Needed?"; "Kids Can: Grady County Student Action"; "Building Community Leaders in West Virginia"; and "Lessons Learned from Ohio's Litigation Efforts." (SV)

ED 459 044 RC 023 253

Montecel, Maria Robledo , Ed.; Goodman, Christie L., Ed.
IDRA Newsletter, 2001.
PUB DATE- 01
NOTE- 155p.; Published 10 times per year. For volume 27, see ED 448 974.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.

the gain on some conceptual tests, have better attitudes toward science, and report greater satisfaction with tier instruction. Failure rates for females are half those in regular classes. For minorities, the failure rate drops by a factor of four. Technology is used to provide a phenomenological focus for students, allowing data collection, analysis, mathematical modeling, and advanced simulations. As student attention is drawn into analyzing different physical situations, teachers circulate around the room and engage students in Socratic dialogs. Lecturing is minimal, primarily for motivation and to provide an overview of topics. The main objectives of the course are presented along with a discussion of some of the instructional techniques employed. (Contains 39 references.) (DDR)

ED 459 063 SE 065 287

Saul, Jeffery M.; Deardorff, Duane L.; Abbott, David S.; Allain, Rhett J.; Beichner, Robert J.
Evaluating Introductory Physics Classes in Light of the ABET Criteria: An Example from the SCALE-UP Project.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.; Hewlett Packard Co., Cupertino, CA.; National Science Foundation, Arlington, VA.
PUB DATE- 00
NOTE- 16p.; For a related SCALE-UP paper, see SE 065 286. Paper presented at the Annual Meeting of the American Association for Engineering Education (Seattle, WA, July 19, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Structures; College Curriculum; Concept Formation; *Epistemology; Grouping (Instructional Purposes); Higher Education; *Introductory Courses; *Knowledge Representation; Learning Strategies; Metacognition; *Physics; Secondary Education
IDENTIFIERS- North Carolina

The Student-Centered Activities for Large Enrollment University Physics (SCALE-UP) project at North Carolina State University (NCSU) is developing a curriculum to promote learning through in-class group activities in introductory physics classes up to 100 students. The authors are currently in Phase II of the project using a specially designed multimedia classroom for 54 students to teach the introductory physics course for engineering majors. This is an intermediate step to the full SCALE-UP classes (99 students) that will be taught in Fall 2000 when the larger classroom is completed. Both classrooms are designed to encourage students to work in groups of three, provide each group with a laptop computer that has access to the Internet, and allow instructors to interact with each student group. Traditional lecture and laboratory are replace with an integrated approach using active-learning cooperative group activities. The project is investigating several aspects of instruction including classroom design, classroom management, and curriculum materials. The curriculum materials include adaptation of research-based/informed activities from the literature to the SCALE-UP classroom and development of new activities. This paper focuses on the evaluation of the project, in particular, evaluating whether students are achieving the learning objectives for the curriculum. Several of the course learning objectives overlap the ABET 2000 criteria, including: learning to work well in groups includes not only course contents, but also the sequence of introduction to various topics and methodologies. For example, the use of software at the beginning of the course follows a black box strategy, in order to emphasize mathematical modeling and the discussion of theory's central problems. Also covered is the enrichment of discussion about classic problems; using CAS (Computer Algebra Systems) potentialities to demonstrate properties without the necessities of investing excessive time in technical details, avoiding long and boring calculations; design and redesign of materials that attempt to guarantee success of information technology integration; combined use of several software packages, and finally, feedback from students and assessment. In addition, examples are presented to demonstrate the support materials utility for high school calculus. (Contains 5 figures and 19 references.) (Author/PVD)

ED 459 086   SE 065 577

Din, Feng S.; Barnes, Kahlon
The Effects of Blue Ink Print on Students' Memory Retention of Math Terms and Definitions.
PUB DATE- 01
NOTE- 17p.; Paper presented at the Annual Meeting of the National Rural Education Association (93rd, Albuquerque, NM, October 24-27, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; *Color; High Schools; *Mathematics Education; *Memory; *Retention (Psychology); *Visual Perception

This study investigated whether students' memory retention rate improved when they were provided with blue ink printed material. A pretest, treatment, posttest with control group design was used. The participants were 93 10th and 11th grade students in algebra and geometry courses, and there were 2 classes in each course. The treatment lasted for 8 weeks. Analyses of the data from the pretests and posttests with the Dependent t Test and the ANCOVA test indicated that no significant differences were found from the within-class comparisons for each of the 4 classes, neither were differences found from the between-class comparisons. (Contains 21 references.) (Author/PVD)

ED 459 087   SO 031 742

Schmidt-Sinns, Dieter
Political Learning in the Historical Context. International Studies in Political Socialisation and Political Education.
PUB DATE- 00
NOTE- 137p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Citizenship Education; Foreign Countries; *Global Education; Historical Interpretation; Political Attitudes; *Political Issues; *Political Science; *Political Socialization
IDENTIFIERS- *Germany; Political Awareness; *Political Literacy

How the political literacy of an individual may be promoted is a controversial issue. An undeniable fact is that the agencies of socialization structuring political learning have to be understood in their historical context. The didactic discussion

NOTE- 6p.; For other economic lessons, see SO 033 077-079.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Economics; *Economics Education; High Schools; *Simulation; Social Studies; Student Research

This lesson plan features a classroom simulation that helps students understand a command economic system. The lesson plan states a purpose; gives student educational objectives; suggests a time duration for the activity; lists materials needed; and outlines a step-by-step teaching procedure. Instructions for a research and writing homework exercise are included. (BT)

ED 459 103 SO 033 079

Weaver, Sue
Lesson on Demand. Lesson Plan.
PUB DATE- 01
NOTE- 5p.; For other economic lessons, see SO 033 077-078.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Consumer Economics; *Cost Indexes; *Economics; *Economics Education; *Free Enterprise System; High Schools; Social Studies

This lesson plan helps students understand the role consumer demand plays in the market system, i.e., how interactions in the marketplace help determine pricing. Students will participate in an activity that demonstrates the concepts of demand, demand schedule, demand curve, and the law of demand. The lesson plan provides student objectives; offers a description of the activity; suggests a time duration; lists supplies needed; and outlines a step-by-step teaching procedure. It includes a homework assignment that requires students to conduct a survey of 10 students (not in the class) to determine the demand for a certain item. (BT)

ED 459 104 SO 033 158

Andris, James F.
The Impact of Quantum Theoretical Models of Consciousness on the Study of Education.
PUB DATE- 01
NOTE- 22p.; Paper presented as a poster session at "Consciousness and Its Place in Nature: Toward a Science of Consciousness" (Skovde, Sweden, August 10, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Research; *Educational Theories; Evaluation Criteria; Higher Education; *Models; Research Methodology
IDENTIFIERS- *Consciousness; Metatheory; *Quantum Theory; Research Suggestions

This paper abstracts and discusses the approaches of five educational theorists who have used quantum theory as a model for educational phenomena, sets forth and uses metatheoretical criteria to evaluate the work of these theorists, and states guidelines for further work in this domain. The paper abstracts and discusses the works of the following educational theorists:

ED 459 125 SO 033 427

Wharton, Tony; Roe, Myrne
From Welfare to Work: Who Should We Help and How? An Issue Book for National Issues Forums.
SPONS. AGENCY- Charles F. Kettering Foundation, Dayton, OH.
PUB DATE- 99
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Controversial Issues (Course Content); Economics; *Employment; Government Role; Group Discussion; Job Training; Public Policy; Secondary Education; *Social Problems; Social Studies; *Welfare Recipients; Welfare Reform; Welfare Services
IDENTIFIERS- Public Discourse; Public Issue Forums; *Welfare to Work Programs

Since 1996, states have been responsible for moving people from the welfare rolls into jobs. The results have been mixed, and states are still struggling to find the right combination of programs to help individuals and families make that transition. Most people agree that it is best if they find jobs, but not everyone has the skills to land jobs, and even people with skills sometimes lack transportation and/or child care. As a result, many questions are still confounding the nation as the transition from welfare to work continues. This National Issues Forums (NIF) issue booklet gives an overview of the issue and outlines three perspectives for public deliberation. Perspectives are: (1) "Everyone Should Work" (everyone should work regardless of skill and ability); (2) "Help Those Who Can't Work" (it is unrealistic that everyone work); and (3) "Prepare Productive Citizens" (address first the social problems that keep people poor and unskilled). Each perspective contains arguments for and against the perspective, and a final summary compares the three perspectives. (Contains sample pre-forum and post-forum questionnaires.) (BT)

ED 459 126 SO 033 428

Hinds, Michael deCourcy
Alcohol: Controlling the Toxic Spill. An Issue Book for National Issues Forums.
SPONS. AGENCY- Charles F. Kettering Foundation, Dayton, OH.
PUB DATE- 99
NOTE- 33p.; Prepared by Public Agenda.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Alcohol Abuse; Alcohol Education; Controversial Issues (Course Content); *Drinking; Group Discussion; Health Education; *Law Enforcement; *Public Health; Secondary Education; Social Studies
IDENTIFIERS- Public Agenda; *Public Discourse; Public Issue Forums

Excessive drinking creates countless personal disasters, including job losses, bankruptcies, suicides, divorces, crimes, lost friendships, and ruined family life. Nearly 1 in 10 adults meets criteria for chronic alcohol abuse or alcohol addiction, and 1 in 4 Americans feels the pain caused by alcohol problems. How can a democratic society safely control the drug alcohol? This National Issues Forums (NIF) booklet provides an overview of the issue and outlines three perspectives for public deliberation. Each perspective speaks for one set of U.S.

Promotion (DHHS/CDC), Atlanta, GA. Adolescent and School Health Div.
PUB DATE- 01
NOTE- 138p.; For the Spanish version, see SP 040 614. For related training manuals, see SP 040 361 and 615.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Adolescent Development; Consciousness Raising; Early Adolescents; *Females; Health Education; Health Promotion; *Hispanic Americans; Interpersonal Communication; Mentors; *Mothers; Parent Child Relationship; *Rural Women; Sex Education; Sexuality
IDENTIFIERS- Capacity Building; Sexually Transmitted Diseases

This project builds organizational and staff capacity to deliver HIV/AIDS education to farmworking Hispanic female adolescents and women. It includes two training manuals, one addressing the issues of farmworking mothers/mentors, and one addressing the issues of preadolescent and adolescent farmworking girls. This manual for mothers contains information on puberty and human developmental stages. The curriculum stresses the importance of clear communication styles and skills building. Each manual contains six units with basic HIV/AIDS and sexually transmitted disease (STD) information, exercises, stories, and handouts. Participants go through a subtle process that involves exploring self-identity without assaulting personal experiences or values and using self-reflection to move toward an understanding of the need to address the reality of sexuality, HIV, and STDs in their lives. Mothers develop and practice skills to help their daughters adopt and sustain healthy, safe sexual decisions. The six units are: (1) "Team Building: Getting To Know Each Other and the Program"; (2) "Our Bodies"; (3) "La Comunicacion: Strategies for Effective Communication"; (4) "Raising Consciousness About HIV/AIDS Among Farmworking Women"; (5) "Understanding the Facts About HIV and Other STDs"; and (6) "Los Consejos: How To Talk to Young Women about Sexuality." (Contains 11 references.) (SM)

ED 459 145 SP 040 361

Bolomey, Antonieta; Munoz-Lopez, Rosie; Ramirez-Garnica, Gabriela; Ramos, Flavia S.
Nosotras viviremos. Las destrezas: A Capacity Building Training Manual for Working with Latina Farmworking Youth.
SPONS. AGENCY- Center for Chronic Disease Prevention and Health Promotion (DHHS/CDC), Atlanta, GA. Adolescent and School Health Div.
PUB DATE- 01
NOTE- 145p.; For the Spanish version, see SP 040 615. For related training manuals, see SP 040 360 and 614. 040-360.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Consciousness Raising; *Early Adolescents; *Females; Health Education; Health Promotion; *Hispanic Americans; Interpersonal Communication; Mothers; Parent Child Relationship; *Rural Women; Sex Education; Sexuality; Skill Development
IDENTIFIERS- Capacity Building; *Latinos; Sexually Transmitted

"Educating Children Who are Racial and Ethnic Minorities" (Jessie Brown); (3) "Using Preventive Classroom Management Strategies To Create a Productive Environment for Learning" (John Laut); (4) "Integrated Instructional Units: Teaching for the Real World" (Arlene Adams); (5) "The Learning Center: A Place for Child-Centered Instruction" (Jessie Brown); (6) "Literature Sets: A Tool for Literature-Based Instruction" (Arlene Adams); (7) "The Internet and Children: An Exercise in Using Technology in the Elementary School Classroom" (Doug Smith); (8) "Building Successful Partnerships with Families: The Parent Involvement Project" (Jim Rogers); (9) "Service Learning: Meeting the Needs of Children and Community" (Sharon Thompson and Karen Carpenter); (10) "The Portfolio: Demonstrating What You Know and What You Can Do" (Jessie Brown and Arlene Adams); and (11) "Showing and Telling about What You Know and Can Do: The Senior Festival" (Arlene Adams and Jessie Brown). (Each chapter contains references.) (SM)

ED 459 165 SP 040 390

Doyle, Mary Beth
The Paraprofessional's Guide to the Inclusive Classroom: Working as a Team. Second Edition.
PUB DATE- 02
NOTE- 160p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Behavior Modification; Confidentiality; Curriculum Development; Diversity (Student); Elementary Secondary Education; *Inclusive Schools; Interpersonal Communication; *Mainstreaming; *Paraprofessional School Personnel; *Regular and Special Education Relationship; Special Needs Students; Student Behavior; Teacher Role; *Teamwork
IDENTIFIERS- Positive Behavioral Support

This workbook helps paraprofessionals, general educators, and special educators better understand one another's roles and work together effectively in the classroom, offering activities, personal stories, objectives, and planning guides that they can use as a team. Based on reader feedback from the first edition, this edition includes updates on legislation, classroom management, behavioral supports, and family role; field-tested activities and guidance on key topics (e.g., differentiating roles and developing schedules); new case studies; and improved, photocopiable forms. Six chapters focus on: (1) "The Paraprofessional: Changing Roles and Responsibilities" (e.g., training and support needed by paraprofessionals); (2) "The Inclusive Classroom: Being a Member" (e.g., what a team is and effects of paraprofessional proximity); (3) "Supporting Individual Students" (e.g., the importance of participation and friendship and why student schedules are important); (4) "Providing Curricular and Individualized Instructional Support" (e.g., unit planning to support diverse learners and use of curricular adaptations); (5) "Encouraging Positive Behaviors" (e.g., five purposes of behavior and managing challenging behaviors); and (6) "Maintaining Confidentiality: Communication among Team Members" (e.g., planning communication opportunities and specialized instruction). (Contains 27 references.) (SM)

ED 459 166 SP 040 391

Assessment System.
PUB DATE- 00
NOTE- 112p.; Cover page varies. For the 1998 technical report, see ED 451 227.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Numerical/Quantitative Data (110)
DESCRIPTORS- *Elementary School Students; Elementary Secondary Education; English; Language Arts; Mathematics; Psychometrics; Reliability; Sciences; *Scoring; *Secondary School Students; State Programs; *Test Construction; Test Interpretation; *Testing Programs; *Validity
IDENTIFIERS- Massachusetts; *Massachusetts Comprehensive Assessment System

This manual documents the technical aspects of the Massachusetts Comprehensive Assessment System (MCAS). In May 1999, Massachusetts public school students in grades 4, 8, and 10 participated in the second annual administration of the MCAS tests in English Language Arts, Mathematics, and Science & Technology. This report provides information about the technical quality of these assessments. It includes a description of the processes used to develop, administer, and score the tests and to analyze test results. The report may be used by educated laypersons, but the intended audience is experts in psychometrics and educational research. The report assumes working knowledge of measurement concepts such as reliability and validity and statistical concepts such as correlation and central tendency. The report contains these sections: (1) "Assessment Development"; (2) "Test Administration"; (3) "Development and Reporting of Scores"; (4) "Technical Characteristics"; and (5) "References." (Contains 6 figures 56 tables, and 26 references.) (SLD)

ED 459 185 TM 033 461

Guide to Interpreting the 1999 MCAS Reports for Schools and Districts. Massachusetts Comprehensive Assessment System.
PUB DATE- 99
NOTE- 59p.; For the guide to the spring 2000 reports, see ED 454 292.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; *Achievement Tests; Elementary Secondary Education; School Districts; *Scores; State Programs; Test Interpretation; *Test Results; *Testing Programs
IDENTIFIERS- *Massachusetts Comprehensive Assessment System

This guide explains results and other information contained in the "Test Item Analysis Report," the "School Report," and the "District Report" for the Massachusetts Comprehensive Assessment System (MCAS) tests for spring 1999. It is designed to help teachers, administrators, and parents understand the MCAS testing program. The guide contains this section: (1) "Document Purpose"; (2) "General Guidelines for the Interpretation and Use of MCAS Reports"; (3) "Understanding the 'Test Item Analysis Report'"; and (4) "Understanding the 'School' and 'District Reports.'" Appendixes contain information on converting raw scores to scale scores, the MCAS backgrounds, responsibilities, workloads, salaries, benefits, and attitudes. The INST93 directory contains information about the participating institutions of higher education. Although the README file on this CD contains installation directions, a user's manual for the files, published separately in paper copy, provides information about the development and conduct of the survey, using the Statistical Analysis System and the Statistical Package for the Social Sciences to analyze the data, and a guide to the codebooks for the files. TYPE OF SURVEY: National Survey. POPULATION: Higher Education Institutions (974); College Faculty (31,354). FREQUENCY: Periodic. YEAR OF EARLIEST DATA: 1992. YEAR OF LATEST DATA: 1993. (SLD)

ED 459 205 TM 033 502

Ramanathan, Hema
Assessment and Testing in an English Classroom in India.
PUB DATE- 01
NOTE- 8p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 24-27, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Testing; Elementary Education; *Elementary School Teachers; *English (Second Language); Foreign Countries; Listening Comprehension Tests; *Second Language Instruction; *Student Evaluation; Teacher Attitudes; Teaching Methods; Writing (Composition)
IDENTIFIERS- *India

The attitudes and practices of teachers of English in an elementary school in India were studied through a questionnaire completed by all 11 teachers who taught the English classes in grades 1 through 5. The survey elicited data about participants' beliefs about teaching English and their instructional and assessment practices. Teachers believed that students should learn to communicate freely in English and were well aware of the importance of English as a national language for India. Teachers used the same texts, planned the curriculum together, and followed a similar schedule. Teachers graded all assignments, and gave frequent tests. All of the assessments had a primary focus on writing. Teachers were not enthusiastic about the frequent testing required because they thought testing adversely affected the time spent on learning. Eight of the 11 teachers said they spent little time assessing listening skills. As a result, teacher beliefs seemed to be at variance with assessment practices. Teachers' avowed beliefs in the importance of being a proficient speaker of English were not supported by their testing practices. (SLD)

ED 459 206 TM 033 503

Bastick, Tony
A Test of the Instructional Strategy of Using Advance Organizers.
PUB DATE- 01
NOTE- 16p.; Paper presented at the Biennial Meeting of the European Association for Research in Learning and Instruction (9th, Fribourg, Switzerland, August 28-September 1, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

(the demographic distribution of youth in Arizona); state performance (academic achievement and educational attainment); opportunity (well prepared teachers, challenging curricula, special student placements, effective instruction, and annual per pupil investments); minority achievement gains, state by state; and analysis of minority-white achievement gaps by subject area and grade level. Hispanic 8th graders in Arizona score nearly 3 years behind white 8th graders in the state in science, while African American 8th graders in Arizona score more than 3 years behind white 8th graders in science. Both Hispanic and African American 8th graders in Arizona score more than 2 years behind in reading and math. The state's poor/non-poor achievement gap would close for 8th graders in science if poor students in Arizona scored as well as poor students in North Dakota. (Contains 24 references.) (SM)

ED 459 224 UD 034 476

State Summary of Arkansas. Ed Watch Online.
SPONS. AGENCY- Carnegie Corp. of New York, NY.
PUB DATE- 01
NOTE- 27p.; Also supported by the Washington Mutual Foundation. For the other State Summaries, see UD 034 473-523. For the Summary of the Nation, see UD 034 472.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *Black Students; Curriculum; Educational Attainment; Educational Finance; Elementary Secondary Education; Equal Education; *Hispanic American Students; Mathematics Achievement; Minority Group Children; *Poverty; *Racial Differences; Reading Achievement; Science Achievement; Special Needs Students; Tables (Data); Teacher Effectiveness; Teaching Skills; White Students
IDENTIFIERS- African Americans; Arkansas; Latinos; National Assessment of Educational Progress

This report provides data on the academic achievement gap that separates low-income and minority students from other students, examining how well different groups of students perform in Arkansas and noting inequities in teacher quality, course offerings, and funding. Included are tables and data that provide: a frontier gap analysis (a comparison of Arkansas to the leaders in achievement and gap closing); student profile (the demographic distribution of youth in Arkansas); state performance (academic achievement and educational attainment); opportunity (well prepared teachers, challenging curricula, special student placements, effective instruction, and annual per pupil investments); minority achievement gains, state by state; and analysis of minority-white achievement gaps by subject area and grade level. Hispanic 4th graders in Arkansas made more progress in math from 1992 to 1996 than Hispanic 4th graders in almost any other state. However, Hispanic 8th graders in Arkansas score more than 3 years behind white 8th graders in the state in reading and science, and more than 2 years behind in writing. African American 8th graders in Arkansas score more than 3 years behind white 8th graders in the state in math and science, and more than 2 years behind in reading and writing. The state's poor/non-poor achievement gap would close for 8th graders in both math and science if poor students in Arkansas scored as well as poor students in North Dakota. (Contains 24 references.) (SM)

ED 459 225 UD 034 477

Secondary Education; Equal Education; *Hispanic American Students; Mathematics Achievement; Minority Group Children; *Poverty; *Racial Differences; Reading Achievement; Science Achievement; Special Needs Students; Tables (Data); Teacher Effectiveness; Teaching Skills; White Students
IDENTIFIERS- African Americans; Latinos; Massachusetts; National Assessment of Educational Progress

This report provides data on the academic achievement gap that separates low-income and minority students from other students, examining how well different groups of students perform in Massachusetts and noting inequities in teacher quality, course offerings, and funding. Included are tables and data that provide: a frontier gap analysis (a comparison of Massachusetts to the leaders in achievement and gap closing); student profile (the demographic distribution of youth in Massachusetts); state performance (academic achievement and educational attainment); opportunity (well prepared teachers, challenging curricula, special student placements, effective instruction, and annual per pupil investments); minority achievement gains, state by state; and analysis of minority-white achievement gaps by subject area and grade level. African American 4th graders in Massachusetts made more progress in math from 1992 to 1996 than African American 4th graders in every other state. However, African American 8th graders in Massachusetts score more than 3 years behind white 8th graders in the state in math and science, and more than 2 years behind in reading and writing. Hispanic 8th graders in Massachusetts score about 4 years behind white 8th graders in the state in math, more than 3 years behind in science and writing, and more than 2 years behind in reading. Low-income 8th graders in Massachusetts score about 3 years behind non-poor 8th graders in the state in math, science, reading, and writing. (Contains 24 references.) (SM)

ED 459 243 UD 034 495

State Summary of Michigan. Ed Watch Online.
SPONS. AGENCY- Carnegie Corp. of New York, NY.
PUB DATE- 01
NOTE- 27p.; Also supported by the Washington Mutual Foundation. For the other State Summaries, see UD 034 473-523. For the Summary of the Nation, see UD 034 472.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *Black Students; Curriculum; Educational Attainment; Educational Finance; Elementary Secondary Education; Equal Education; *Hispanic American Students; Mathematics Achievement; Minority Group Children; *Poverty; *Racial Differences; Reading Achievement; Science Achievement; Special Needs Students; Tables (Data); Teacher Effectiveness; Teaching Skills; White Students
IDENTIFIERS- African Americans; Latinos; Michigan; National Assessment of Educational Progress

This report provides data on the academic achievement gap that separates low-income and minority students from other students, examining how well different groups of students perform in Michigan and noting inequities in teacher quality, course offerings, and funding. Included are tables and data that provide: a frontier gap analysis (a comparison of Michigan to the leaders in achievement and gap closing); student profile (the demographic distribution of youth in Michigan); state performance (academic achievement and educational attainment); opportunity (well prepared teachers, challenging curricula, North Dakota. (Contains 24 references.) (SM)

ED 459 261 UD 034 513

State Summary of South Carolina. Ed Watch Online.
SPONS. AGENCY- Carnegie Corp. of New York, NY.
PUB DATE- 01
NOTE- 27p.; Also supported by the Washington Mutual Foundation. For the other State Summaries, see UD 034 472-523. For the Summary of the Nation, see UD 034 472.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *Black Students; Curriculum; Educational Attainment; Educational Finance; Elementary Secondary Education; Equal Education; *Hispanic American Students; Mathematics Achievement; Minority Group Children; *Poverty; *Racial Differences; Reading Achievement; Science Achievement; Special Needs Students; Tables (Data); Teacher Effectiveness; Teaching Skills; White Students
IDENTIFIERS- African Americans; Latinos; National Assessment of Educational Progress; South Carolina

This report provides data on the academic achievement gap that separates low-income and minority students from other students, examining how well different groups of students perform in South Carolina and noting inequities in teacher quality, course offerings, and funding. Included are tables and data that provide: a frontier gap analysis (a comparison of South Carolina to the leaders in achievement and gap closing); student profile (the demographic distribution of youth in South Carolina); state performance (academic achievement and educational attainment); opportunity (well prepared teachers, challenging curricula, special student placements, effective instruction, and annual per pupil investments); minority achievement gains, state by state; and analysis of minority-white achievement gaps by subject area and grade level. African American 8th graders in South Carolina score more than 2 years behind white 8th graders in the state in reading, writing, and math, and more than 3 years behind in science. Hispanic 8th graders in South Carolina score more than 3 years behind white 8th graders in the state in math, science, and reading, and more than 2 years behind in writing. The state's poor/non-poor achievement gap would close for 8th graders in both math and science if poor students in South Carolina scored as well as poor students in North Dakota. (Contains 24 references.) (SM)

ED 459 262 UD 034 514

State Summary of South Dakota. Ed Watch Online.
SPONS. AGENCY- Carnegie Corp. of New York, NY.
PUB DATE- 01
NOTE- 27p.; Also supported by the Washington Mutual Foundation. For the other State Summaries, see UD 034 472-523. For the Summary of the Nation, see UD 034 472.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *Black Students; Curriculum; Educational Attainment; Educational Finance; Elementary Secondary Education; Equal Education; *Hispanic American Students; Mathematics Achievement; Minority Group Children; *Poverty; *Racial Differences; Reading Achievement; Science Achievement; Special Needs Students; Tables (Data); Teacher Effectiveness; Teaching Skills; White Students

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; Black Students; Elementary Secondary Education; Hispanic American Students; *Inner City; Limited English Speaking; Mathematics Achievement; *Minority Group Children; Poverty; Racial Differences; Reading Achievement; Standardized Tests; *State Standards; *Urban Schools; White Students
IDENTIFIERS- African Americans; Latinos

This report examines how inner-city schools are performing on the academic goals and standards set by the states. Researchers investigated student achievement in math and reading and measured achievement gaps between cities and states, African Americans and Whites, and Hispanics and Whites. The report focuses on whether urban schools have made progress with recent reforms and which districts have made the most progress. It presents district-by-district achievement data on 55 city school systems in reading and math, by grade and by race/ethnicity. Overall, urban schools enroll students who are 50 percent more likely to be poor and three times as likely to be learning English. They enroll about 30 percent of all minority students and 14 percent of all students nationwide. Average per-pupil spending in urban schools has slipped to a few dollars below the national average. Urban schools have made meaningful gains in math scores. Gains in reading are evident, though they are not as clear or as consistent. Gaps in both reading and mathematics achievement in urban schools may be narrowing. Urban school mathematics and reading achievement remain below the national average. Data sources and formulas used for computations are attached. (SM)

ED 459 281 UD 034 580

Malm, Karin; Bess, Roseana; Leos-Urbel, Jacob; Geen, Robert; Markowitz, Teresa
Running To Keep in Place: The Continuing Evolution of Our Nation's Child Welfare System. Occasional Paper. Assessing the New Federalism: An Urban Institute Program To Assess Changing Social Policies.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Kellogg Foundation, Battle Creek, MI.; Robert Wood Johnson Foundation, Princeton, NJ.; Henry J. Kaiser Family Foundation, Menlo Park, CA.; Ford Foundation, New York, NY.; David and Lucile Packard Foundation, Los Altos, CA.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Mott (C.S.) Foundation, Flint, MI.; McKnight Foundation, Minneapolis, MN.; Commonwealth Fund, New York, NY.; Weingart Foundation, Los Angeles, CA.; Fund for New Jersey, East Orange.; Lynde and Harry Bradley Foundation, Milwaukee, WI.; Joyce Foundation, Chicago, IL.; Rockefeller Foundation, New York, NY.
PUB DATE- 01
NOTE- 33p.; Also funded by the Stuart Foundation.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; Caseworkers; *Child Welfare; Federal Government; Financial Support; Foster Care; Leadership; State Government; Welfare Agencies; *Welfare Services
IDENTIFIERS- *Welfare Reform

In 1999, researchers conducted case studies on 12 states and multiple local sites to document how welfare reform and other changes affected child welfare agencies, following up on 1997 case studies. They conducted interviews with welfare and child

Foundation, Inc., Greenwich, CT.
PUB DATE- 01
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Standards; *Educational Change; Elementary Secondary Education; Governance; *Instructional Leadership; Minority Group Children; National Standards; Poverty; Public Schools; Superintendents; *Urban Schools
IDENTIFIERS- Reform Efforts

This essay argues that the key assumptions driving standards-based school reform and accountability testing are inapplicable to urban schools, suggesting that tasks facing urban school leaders differ both in magnitude and kind from those found in other school districts. The current all-purpose reform solutions treat all schools as the same while neglecting the vital linkages between cities, their schools, and the country's economic and social well-being. The essay discusses how to learn from the past, focusing on efforts to copy successful businesses and on the confusion between setting standards and standardization in educational reform. It examines the current reform agenda, which involves expecting more from superintendents and changing systems of governance. It dispels three common urban myths (big city school districts are ungovernable, the superintendency is a revolving door that brings in and tosses out school leaders one after the other, and schools alone can improve the chances of poor children). The essay concludes with an agenda for action, highlighting the importance of urban leaders in school reform and discussing the tough tasks ahead for those who believe in the civic and moral obligations that accompany the improvement of both cities and schools. (Contains 11 references.) (SM)

ED 459 301 UD 034 607

Slavin, Robert E.; Madden, Nancy A.
Success for All and Comprehensive School Reform: Evidence-Based Policies for Urban Education.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 41p.; Disseminated by the Success for All Foundation, Baltimore, Maryland.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Accountability; Bilingual Education; Change Strategies; *Educational Change; Educational Policy; Elementary Secondary Education; English (Second Language); Program Effectiveness; Program Evaluation; Special Education; Standardized Tests; *Urban Education
IDENTIFIERS- *Comprehensive School Reform Demonstration Program; Reform Efforts; *Success for All Program

This paper discusses comprehensive school reform (CSR), which accepts the importance of standards and accountability but adds to these strategies for introducing innovations in curriculum, instruction, school organization, governance, parent interactions, and other core features of practice. The paper reviews research on the nature and quality of evidence supporting Success for All, the most widely disseminated CSR program. The development of CSR was greatly influenced by the 1997 creation of the Comprehensive School Reform Demonstration

Law.
PUB DATE- 00
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Business; Contracts; *Federal Legislation; *International Trade; *Laws; Online Systems; Records (Forms)
IDENTIFIERS- Congress 106th; *Electronic Commerce; *Electronic Signatures

This document presents the text of Public Law 106-229, the "Electronic Signatures in Global and National Commerce Act." The act states that, with respect to any transaction in or affecting interstate or foreign commerce: a signature, contract, or other record relating to such transaction may not be denied legal effect, validity, or enforceability solely because it is in electronic form; and a contract relating to such transaction may not be denied legal effect, validity, or enforceability solely because an electronic signature or electronic record was used in its formation. Title I of the law covers electronic records and signatures in commerce, including sections on the general rule of validity, exemption to preemption, specific exemptions, applicability to federal and state governments, studies, definitions, and effective date. Title II addresses transferable records. Title III discusses promotion of international electronic commerce, including principles governing the use of electronic signatures in international transactions. Title IV amends the Child Online Protection Act, giving the Commission on Online Child Protection the authority to accept gifts. (Contains 17 references.) (MES)

ED 458 876 IR 058 197

Crosbie, Michael J.; Hickey, Damon D.
When Change Is Set in Stone: An Analysis of Seven Academic Libraries Designed by Perry Dean Rogers & Partners, Architects.
PUB DATE- 01
NOTE- 103p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Libraries; Architects; *Building Design; Designers; *Facility Guidelines; Higher Education; Library Development; Library Planning; Research Libraries; Universities

This book presents and appraises seven college and university libraries designed by Perry Dean Rogers & Partners of Boston. The firm has been designing campus libraries for the past 30 years. These projects are the most recent in an oeuvre of some 29 libraries designed and constructed for some 27 colleges and universities around the country. The libraries in this book were designed and constructed over a 12-month period (with the exception of one, Gault) for 6 different institutions. They represent some of the latest thinking about this complex building type, and demonstrate a wide variety of solutions. The authors, an architectural critic who has written about the work of Perry Dean Rogers & Partners over the past 15 years, and the director of libraries at the College of Wooster in Wooster, Ohio, evaluate the success of the buildings presented in this book and suggest trends for the future. First, nine factors affecting the construction of new academic libraries are identified and discussed: (1) the growing importance of electronics; (2) the shift from exclusively individual learning to individual-and-collaborative learning; (3) community and

50% of the total will be shared equally by all districts and 50% of the total will be distributed in proportion to each district's share of total WTCS FTEs for the prior year. Amended operating costs for fiscal year 2001 are $419,000, with capital costs of $312,000; and projected operating costs for fiscal year 2002 are $599,918, with capital costs of $345,000. Contains 10 appendices, including curriculum project guidelines and contact information. (NB)

ED 458 895 JC 020 002

Jordan, C. Julian
An Analysis of Functional Budget and Expenditure Patterns and Revenue Sources of Tennessee's Public Community Colleges from 1988-89 through 1997-98.
PUB DATE- 99
NOTE- 300p.; Doctor of Education Dissertation, East Tennessee State University. First page of abstract is not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Administration; Budgeting; *Budgets; *Community Colleges; Cost Effectiveness; *Educational Economics; *Educational Finance; Efficiency; Expenditures; Instruction; Operating Expenses; *Public Colleges; Resource Allocation; Two Year Colleges
IDENTIFIERS- *Tennessee

The purpose of this study was to determine how public two-year colleges in Tennessee internally budgeted and expended their unrestricted educational and general (E&G) funds from fiscal years 1988-89 through 1997-98. The E&G budget is comprised of seven major functional categories that include instruction, public service, academic support, student services, institutional support, operation and maintenance of plant (O&M) and scholarships and fellowships. In 1989, 21% of revenue sources were from student fees, while 73% came from state appropriations. In 1998, 30% of revenue came from student fees and 66% from state appropriations. The paper presents nine conclusions. Highlights include: (1) expenditures on direct instruction were slightly higher in 1997-98 than in 1988-89 (65% versus 64.5%); (2) institutional size had some bearing on the percentage of funds allocated for direct instructional support; (3) technical colleges expended a greater proportion of their budget on direct instruction than did the community colleges; and (4) in comparison with national data, the financial trends relative to the Tennessee schools are favorable in terms of efficient operations if these operations are measured in terms of direct instructional resource allocation. The report makes five recommendations, as well as additional recommendations for future study. (Includes 63 tables.) (NB)

ED 458 896 JC 020 003

Florida Community College System 2001 Substantive Legislative Issue Papers.
PUB DATE- 00
NOTE- 36p.; Prepared by the FACC Legislative committee with the Florida Council of Community College Presidents.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Budgets; *Community Colleges; *Educational Finance;

Study.
PUB DATE- 99
NOTE- 276p.; Doctoral Dissertation, University of Texas at Austin.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Change Strategies; Community Colleges; *Educational Change; Educational Planning; *Institutional Mission; Student Centered Curriculum; Two Year Colleges
IDENTIFIERS- *Palomar College CA

This is a qualitative case study that was conducted on Palomar College in North San Diego (California). Palomar made an institutional commitment in its vision statement to transform the college into a "learning college" that emphasized student learning. The purpose of this study was to identify strategies and processes in transforming community college institutions from an instructional paradigm into a learning paradigm. Using qualitative methodologies such as interviews, observation, and document analysis, the study explored the factors that motivated the change in Palomar, the current situations of the reform, and various factors that shaped the situation. The study found that the transformation process within the college was slow and difficult in part because the reform effort was limited by various external forces and demands, such as the new legislative standards required by the California legislature for accountability purposes. Another challenge was that the internal culture and climate were resistant to organizational change. Despite these difficulties, there was tangible evidence that some innovative activities and programs were being implemented; therefore, the transformation of the institution may still be in an early stage of a longer process. (Contains 97 references.) (GC)

ED 458 916 JC 020 033

Obler, Susan S.; Gabriner, Robert S.; Slark, Julie
Findings from the California Community College Flashlight Project, 1998-99.
PUB DATE- 00
NOTE- 12p.; Paper presented at the Annual Meeting of the Research and Planning Group for California Community Colleges (38th, Pacific Grove, CA, April 26-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Colleges; *Computer Mediated Communication; Educational Technology; *Electronic Mail; *Online Courses; *Student Attitudes; Student Participation; Student Surveys; *Teacher Student Relationship; Two Year Colleges; World Wide Web
IDENTIFIERS- *California Community Colleges

This study is part of the Flashlight Project, a Web-based system for creating surveys, gathering responses, and analyzing results. The purpose of this study was to assess Web-supported classes (fully and partly online) in 10 community colleges in California. Faculty members coordinated the study on their respective campuses; a total of 710 students were surveyed. Results indicated that students who are newly exposed to electronic communication are more likely to have greater enthusiasm and active participation in classes than if they are in face-to-face classes. Students also reported that e-mail and online discussion enhanced their relationship with the instructors. Students are more likely to articulate suggestions

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Family Programs; *Family Relationship; Family Role; Federal Legislation; Foreign Countries; *Government Role; Parent Responsibility; Policy Analysis; *Public Policy; *Social Responsibility; *Social Services
IDENTIFIERS- Canada; Cross National Studies; *Family Responsibility; *Intergenerational Conflict; Intergenerational Relationship; Responsiveness (Government)

This discussion paper addresses two policy questions: (1) Can Canada afford to maintain its income security programs and social services, given the higher costs expected with an aging population? and (2) Do generous social programs discourage family responsibility or reinforce expectations of assistance within and between generations? The paper compares the philosophy, context, and outcomes of Canadian social programs with those of several other industrialized countries, including France, Germany, Sweden, and the United States. The legal obligations of Canadian families are compared to those in other jurisdictions and some social programs designed to help families meet their obligations are outlined. Informal services provided by family members for one another illustrate how families go beyond the minimum legal standards. It is argued that social programs can be made more comprehensive with some additional reforms and that more generous social programs reinforce both family and social responsibility. The paper maintains that youth unemployment and the requirement of continuous labor force participation to receive social benefits rather than the "burden" of the welfare state foment intergenerational conflict. The paper concludes by asserting that Canada should make greater efforts to reduce unemployment rates while ensuring that social benefits are not tied to full-time continuous employment, and that positive policy options--especially in the areas of job creation, employment training, and family benefits--are found in European countries such as Sweden and Germany. (Contains 42 references.) (KB)

ED 458 936 PS 029 866

Glossop, Robert
The Ties That Bind: Understanding Today's Families--What They Look Like, What They Do, How They Feel. Perspectives.
PUB DATE- 99
NOTE- 38p.; Address presented to the Advisory Committee of the Law Commission of Canada (Ottawa, Ontario, Canada, November 13, 1999).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Births to Single Women; Consumer Economics; Definitions; Demography; Divorce; *Family Characteristics; Family Needs; *Family Relationship; *Family (Sociological Unit); Foreign Countries; Marriage; *Public Policy
IDENTIFIERS- *Canada; *Family Responsibility; Vanier Institute of the Family ON

Asserting the need for social scientists and policymakers to acknowledge that there is no single, standard image of the family, this report describes the mandate of the Vanier facilities. The book details a study examining how private and voluntary day care services such as childminders, preschools, and day nurseries are used by local authorities to support children in need. A variety of data collection techniques was employed, including surveys, interviews, analysis of statistics, observation, and case studies of individual families. Chapter 1 presents information on the Children Act 1989, the role of family support services, and the current policy context for the study. Chapter 2 describes the methodology, data analysis, and data interpretation techniques. Chapter 3 considers the extent of sponsored day care, the characteristics of those who receive it, and the characteristics of the service they are offered. These data are used to examine the concept of "need" and to explore how definitions of need are applied in practice. Chapter 4 presents information on ways of organizing and delivering sponsored day care services and considers issues of training and support for independent day care providers working with children in need. Chapter 5 describes day care providers' views of the services they offer and the advantages and difficulties of working in partnership with local authorities. Chapter 6 presents parents' views, both participating parents and those who declined to participate when their child was offered a space. Chapter 7 examines program outcomes for families, service outcomes, and process outcomes such as quality of care. Chapter 8 summarizes the main findings and considers key issues for policy and practice. Two appendices include the Family Day Care Rating Scale and a list of the publications from the sponsored day care project. (Contains 66 references.) (KB)

ED 458 954   PS 029 912

Final Report of the Strategic Plan Working Group to the Minister of Education.
PUB DATE- 01
NOTE- 52p.; Produced by the Early Childhood Education Strategic Plan Working Group.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; *Change Strategies; Cooperation; *Early Childhood Education; *Educational Planning; *Educational Policy; *Educational Quality; Foreign Countries; Government Role; National Curriculum; Preschool Curriculum; Public Policy; Strategic Planning
IDENTIFIERS- *New Zealand; Sustainability; Te Whariki (New Zealand)

Noting that research in New Zealand and internationally indicates the importance of the early years for children's well-being, learning, and social participation in the present and for the future, this long-term strategic plan offers a comprehensive and cohesive policy framework, goals, and strategies for early childhood education in New Zealand over the next 10 years. The plan was developed by a working group that held scores of consultation meetings during 2000-2001 with various constituencies in New Zealand. The New Zealand government identified two broad aims for the strategic plan: to improve the quality of early childhood (EC) services, and to increase participation in quality EC services. The plan incorporates 20 strategies divided into four strategic directions to support these aims: (1) increased participation, engagement, and access; (2) collaborative relationships to support quality; (3) improved quality; and (4) sustainability of services. For each the following areas: (1) education (achievement test results, high school completion, college preparation, school resources, students mastering English, and early education); (2) family economics (poverty rates, food programs, and housing); (3) health (health insurance, early health indicators, and teen pregnancy); and (4) safety (child abuse and neglect, foster care, and school safety). The final section of the report details recommendations in each area for state policy changes to improve children's overall well-being and school success as well as recommendations for community action. (KB)

ED 458 971   PS 029 932

Smale, Jim, Ed.
Early Childhood Matters: The Bulletin of the Bernard van Leer Foundation, 2001.
PUB DATE- 01
NOTE- 330p.; For 2000 edition, see ED 446 852. Published three times per year.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Child Development; Childhood Attitudes; *Childrens Rights; Culturally Relevant Education; *Developed Nations; *Developing Nations; *Early Childhood Education; Educational Quality; *Fathers; Foreign Countries; Newsletters; *Parent Role; Program Descriptions; Program Effectiveness; Program Evaluation; Young Children
IDENTIFIERS- Australia; Botswana; Caribbean; Colombia; Honduras; India; Israel; Kenya; Mexico; Mozambique; Namibia; Palestine; Peru; Philippines; Portugal; *United Nations Convention on Rights of the Child; Venezuela

This document consists of the three 2001 issues of The Bernard van Leer Foundation's "Early Childhood Matters," a periodical addressed to practitioners in the field of early childhood education and including information on projects funded by the foundation. Articles in the February 2001 edition focus on fathers and include: (1) "Fathers Matter Too" (Jim Smale); (2) "The Changing Roles of Fathers" (Wim Monasso); (3) "Involving Fathers in Community-based Early Childhood Programs: A Report from Israel and the Palestinian Autonomous Region" (Farid Abu Gosh); and (4) "Men in Families: Exploring the Impact of Men and Reproductive Health and Choices in Mexico." The June 2001 issue focuses on children's rights and the U.N. Convention on the Rights of the Child. The articles include: (1) "Rights from the Start: ECD and the Convention on the Rights of the Child" (Feny de los Angeles-Bautista); (2) "Moving Promises to Action: A Critique of the CRC from an ECD Perspective" (Robert G. Myers); (3) "Early Childhood Development Programmes and Children's Rights" (Caroline Arnold); and (5) "We Are Also Human Beings: A Guide to Children's Rights in Zimbabwe." Articles in the October 2001 issue deal with the Effectiveness Initiative, a study of how programs respond to and overcome obstacles, including: (1) "The Effectiveness Initiative in Mozambique" (Laura Pujol); (2) "Honduras: The Madres Guias of La Huerta" (Liliana Godoy R); and (3) "Kenya: From Objective Outsider to Objective Insider--An Experiential Case of Give and Take" (Peter Mwaura). Each issue includes information on foundation publications and announcements related to foundation activities. (KB)

ED 458 972   PS 029 933

Costello, Anthony; Francis, Victoria; Byrne, Ali; Puddephatt, childhood education, calls for papers, announcements about Internet resources, news items about and list of publications from ERIC/EECE, and articles from the Adjunct ERIC Clearinghouse on Child Care. The feature articles are: "Multiage Grouping and Academic Achievement in Elementary School" by Susan J. Kinsey (Spring) and "Does Teacher Training Make a Difference in Child Outcomes?" by Lilian G. Katz (Fall). (HTH)

ED 458 989   PS 029 953

Shumow, Lee
Efectos academicos de programas extracurriculares (Academic Effects of After-School Programs). ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.; For English version, see ED 458 010. Translation by Thereas Arellano.
LANGUAGE- Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Achievement; *After School Programs; Elementary Education; Elementary School Students; Enrichment Activities; Enrollment; Extracurricular Activities; Outcomes of Education; Program Design; Program Effectiveness; School Age Day Care
IDENTIFIERS- Access to Services; ERIC Digests; *Program Characteristics

The current emphasis on performance standards and testing has led schools to look to the after-school hours as time that can be spent developing children's academic skills. This Spanish-language digest describes types of after-school programs and discusses recent research on who participates and the effects of participation on children's school performance. The digest points out that after-school programs are sponsored and operated by many different groups and that the programs vary in terms of their philosophy, goals, and programming. The digest then highlights research indicating that children from high-risk backgrounds have both the most to gain from after-school programs in terms of educational opportunity and the least access to after-school programs. The digest concludes by asserting that if educational benefits are the goal of after-school programs, attention needs to be focused on the quality of programs and the activities that are offered. (Contains 11 resources.) (LPP)

ED 458 990   PS 029 954

Clark, Patricia
Nueva investigacion sobre kindergarten de dia completo (Recent Research on All-Day Kindergarten). ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.; For English version, see ED 453 982. Translated by Theresa Arellano.
LANGUAGE- Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)

British government department responsible for promoting development and the reduction of poverty in sites in developing and transition countries around the world. This paper focuses on the education dimension of poverty reduction, and specifically the attainment of the International Development Targets for education, which are to: achieve Universal Primary Education (UPE) by 2015; and demonstrate progress toward gender equality and the empowerment of women by eliminating gender disparity in primary and secondary education by 2005. Section 1 underlines the importance of education as a basic human right, a right which promotes other rights and responsibility that contribute to economic and social development. Section 2 defines the scale and geography of the challenge, noting that it is in sub-Saharan Africa that the size and complexity of the challenge is greatest. Section 3 posits the argument that the experiences of the past decade--positive and negative--point to a set of important lessons which should inform the work of governments and the wider international community, lessons that include the central role of government and the need for policies inclusive of all children. Section 4 identifies priorities and strategies for action, arguing that for targets to be achieved there must be sustained commitment by national governments to sound, long-term policies that recognize the strategic contribution of primary education to development. Section 5 outlines a broad, threefold strategy for DFID: (1) contributing to the development and coordination of international commitment, policies, and programs designed to achieve UPE and Education for All; (2) strong, well-targeted country programs that will provide strategic assistance to governments and societies committed to achieving UPE and gender equality; and (3) knowledge and research strategies and outcomes that will contribute to the ability of the international community to learn lessons, share experience, and monitor progress. Section 6 underscores the importance of developing capacity to monitor progress toward the targets, and for DFID to assess the effectiveness and efficiency of its contribution to achieving UPE and gender equality. (HTH)

ED 459 008 PS 029 994

Honig, Alice Sterling, Ed.; Fitzgerald, Hiram E., Ed.; Brophy-Herb, Holly E., Ed.
Infancy in America: An Encyclopedia. Volumes One and Two. The American Family.
PUB DATE- 01
NOTE- 769p.; Foreword by Joy D. Osofsky.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - General (130)
DESCRIPTORS- *Child Development; Cognitive Development; Day Care; Emotional Development; Encyclopedias; *Infant Care; *Infants; Physical Development; Social Development

This two-volume reference presents the latest findings on the mental, emotional, and physical life of the human infant. The entries present thorough and current assessments of infancy issues as well as brief definitions and descriptions of scientific, technological, and psychological terms. Coverage includes discussion of the critical issues, important concepts, and findings, and the individuals in the field who helped shape the popular and clinical study of infancy. The reference also offers how-to and suggestion sections on such topics as bottle feeding and breast feeding, and information on infancy-related organizations; significant international and cross-cultural coverage is also included. (HTH)

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Biculturalism; *Canada Natives; *Colonialism; Culturally Relevant Education; *Culture Conflict; Early Childhood Education; Foreign Countries; *Indigenous Personnel
IDENTIFIERS- *Aboriginal Australians; Aboriginal Schools (Australia); Australia; *Hegemony

Contact zones are social spaces where different cultures meet, often in highly asymmetrical relations of domination and subordination. The field of early childhood education is one such contact zone. This paper discusses how one Aboriginal principal of an Aboriginal preschool and primary school in Australia, has to deal with various constructions from the dominant culture concerning children, families, and the care-giving and educational roles of women, as well as the power relations of racial politics. This principal walks in and out of the mainstream in ways that give the school principal the maximum power. One option is to avoid the common Aboriginal attitude of "They're up there and we're down here," and concentrate on what skills are needed to function. For example, the principal can code-switch between standard English and Aboriginal English depending on the environment he or she is in. This strategy goes beyond language to a concept known as double vision, where an individual takes from the dominant culture things that open doors, yet still feels comfortable with oneself. Parallel situations were observed in the Wahkowotin (Good Relations) Schools cluster in Alberta, where Canada Natives were given the opportunity to design a school. Nevertheless, although a Cree language and culture associate teacher was present in each classroom with the certified teacher, there was not one Canadian Aboriginal person were not in charge. The paper concludes that the power imbalance of colonial times continues today, but some Indigenous leaders manage to exert positive power. (Contains 13 references.) (TD)

ED 459 027 RC 023 231

Power, Kerith; Roberts, Dianne
Successful Early Childhood Indigenous Leadership.
PUB DATE- 99
NOTE- 8p.; Paper presented at the Annual Meeting of the Association for Research in Early Childhood Education (7th, Canberra, Australia, January 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Culturally Relevant Education; Foreign Countries; *Indigenous Personnel; Leadership Effectiveness; *Leadership Qualities; Parent Participation; Politics of Education; *Power Structure; Preschool Education; *Principals; Rural Schools; *School Community Relationship; Women Administrators
IDENTIFIERS- Aboriginal Australians; *Aboriginal Schools (Australia); Australia (New South Wales); *Teacher Principal Relationship

The success of the Minimbah Aboriginal Preschool in New South Wales (Australia) is evidenced by happy staff and children, low staff turnover, and the later success of Minimbah's children in

PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Advocacy; Bilingual Education; *Bilingual Education Programs; Community Involvement; Dropout Rate; Early Childhood Education; *Educational Change; Elementary Secondary Education; *Equal Education; Foreign Countries; *Hispanic American Students; Mexican American Education; Minority Groups; Professional Development; Program Effectiveness; Teacher Education
IDENTIFIERS- Brazil; Technology Integration; *Texas

The 10 issues of IDRA Newsletter published in 2001 focus on education in Texas and on national and statewide educational issues concerning minority, low-income, or bilingual students. Feature articles are: "Challenges and Strategies for Principals of Low-Performing Schools" (Abelardo Villarreal); "Coca-Cola Valued Youth Program in Brazil: Valuing Youth across Different Cultures" (Felix Montes); "Once Texas' Lowest Ranking School, Fox Tech High School Wins the National Blue Ribbon" (Rogelio Lopez del Bosque); "The Missing Piece of the Puzzle: Opportunities To Learn" (Pam McCollum); "Use of Tests When Making High-Stakes Decisions for Students" (Bradley Scott); "Transitions from Schools to College: Getting There from Here" (Albert Cortez); "Community and Parent Involvement in Education" (Micaela Diaz-Sanchez); "My Magnificent Twenty" (Jose A. Cardenas); "Boosting Our Understanding of Bilingual Education: A Refresher on Philosophy and Models" (Adela Solis); "'Recess' Provides Cognitive, Social and Psychomotor Opportunities for Growth" (Yojani Fatima Hernandez); "Brain Development and Mastery of Language in the Early Childhood Years" (Elaine Shiver); "Coca-Cola Valued Youth Program Addressing the Digital Divide" (Linda Cantu); "The Diversity Bookmarks Collection: A Tool for Optimizing Teacher Usage of the Web" (Laura Chris Green); "Enriching Your Classroom through Equitable Technology Integration" (Jack Dieckmann, Abelardo Villarreal); "Transformative Leadership in Latino Communities: A Critical Element in Successful and Sustainable Educational Change" (Rosana G. Rodriguez, Abelardo Villarreal); "Early Childhood Education" (Jose L. Rodriguez); "Successful Bilingual Education Programs: Criteria for Exemplary Practices in Bilingual Education" (Maria Robledo Montecel, Josie Danini Cortez); "Transforming Teachers with FLAIR" (Juanita C. Garcia); "Teacher Shortages: Implications for Reform and Achievement for All Students" (Albert Cortez); "High Expectations, Substandard Results: The 2001 Texas Legislative Session" (Maria Robledo Montecel, Albert Cortez); "Destined To Get an Equitable System of School Funding" (Anna Alicia Romero); "Successful Bilingual Education Programs: 10 Schools Serve as Models" (Maria Robledo Montecel, Josie Danini Cortez); "Texas Study Profiles Successful Bilingual Education Programs" (Oscar M. Cardenas); "Missing: Texas Youth--Cost of School Dropouts Escalates" (Roy L. Johnson); "Successful Bilingual Education Programs: Student Assessment and Outcomes" (Maria Robledo Montecel, Josie Danini Cortez, Albert Cortez); "Successful Bilingual Education Programs: Indicators of Success at the School Level" (Maria Robledo Montecel, Josie Danini Cortez); and "Bullying and Teasing in Elementary School" (Aurora Yanez). (Contains a cumulative index, January-December 2001.) (SV)

ED 459 045 RC 023 254

Peacock, Thomas; Albert, Elizabeth
Our Children's Songs: American Indian Students and the Schools.
PUB DATE- 00
NOTE- 8p.; Supported by a CURA Interactive Research Grant from

(teamwork); communicating effectively; being able to apply knowledge of mathematics and physics to new situations; and conducting, analyzing and interpreting experiments in addition to building a functional understanding of the course content. Evaluation methods of the SCALE-UP classes taught during the 1998-2000 school years include concept tests, individual and group exams, peer evaluation, and focus group interviews. The results show that students are building a better understanding of the main physics concepts, are more successful at solving problems, and are generally on-task and communicating well during group activities. (Contains 13 endnotes.) (DDR)

ED 459 064   SE 065 295

Measurement, Ratios, and Graphing: Safety First. A Lesson Guide with Activities in Mathematics, Science, and Technology. NASA CONNECT.
PUB DATE- 01
NOTE- 36p.; Accompanying videotape not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Aerospace Education; Educational Television; Intermediate Grades; Junior High Schools; Learning Modules; *Mathematical Concepts; Mathematics Activities; *Mathematics Instruction; Multimedia Materials; Online Systems; *Ratios (Mathematics); Science Education; *Technology Education
IDENTIFIERS- *Graphing (Mathematics); *National Aeronautics and Space Administration

NASA CONNECT is an annual series of free integrated mathematics, science, and technology instructional distance learning programs for students in grades 5-8. Each program has three components: (1) a 30-minute television broadcast which can be viewed live or taped for later use; (2) an interactive Web activity that allows teachers to integrate technology into the classroom setting; and (3) a lesson guide. This packet contains the lesson guide that accompanies the first program of the 2001-2002 series. In this learning unit on measurement, ratios, and graphing, students learn about NASA's Aviation Safety Program and how engineers test aircraft at extreme angles in wind tunnels to make sure they remain a safe form of transportation for all future air travelers. Students also learn about NASA FutureFlight Central, a virtual facility that simulates our nation's airports in real time, allowing air traffic controllers, pilots, and airport personnel to interact with each other and test new technologies. Students observe NASA engineers using mathematics to predict airplane behavior and analyze data. By conducting hands-on and Web activities, students make connections between NASA research and the mathematics, science, and technology they learn in the classroom. The lesson guide contains a program overview, a hands-on activity on air traffic safety with complete student and teacher materials, a description of an instructional technology activity that relates to a multimedia CD-ROM and other interactive instructional technology, and resources relating to aviation and other aspects of the activities. The packet also includes a series overview complete with descriptions of the instructional design, the teaching strategy used in the series, and NASA resources for educators. (PVD)

ED 459 065   SE 065 297

The NASA "Why?" Files: The Case of the Unknown Stink. Program 1 in Germany during the second half of the 20th century comprises a whole range of issues which are not only of national interest but also relevant for teaching and learning in the global society of today. And every educator has to define more or less what kind of civic or political education he/she prefers. The eight essays in this book make evident the dense interrelation of the political process, political socialization, and political education. The book's first chapter (three essays) analyzes various phases of recent German history with a special view on the changes of mentality within the society. The second chapter (two essays) uses two approaches to show how society and socialization invariably structure political learning. The last chapter (three essays) gives some examples of how historical studies may and should contribute to political literacy. Each essay includes notes. (BT)

ED 459 088 SO 032 600

Halperin, Samuel
A Guide for the Powerless and Those Who Don't Know Their Own Power: A Primer on the American Political Process.
SPONS. AGENCY- Carnegie Corp. of New York, NY.; Ford Foundation, New York, NY.; Ford Motor Car Fund, Dearborn, MI.; McKnight Foundation, Minneapolis, MN.; Mott (C.S.) Foundation, Flint, MI.; William T. Grant Foundation, Washington, DC. Commission on Youth and America's Future.; George Gund Foundation, Cleveland, OH.; Walter S. Johnson Foundation, Menlo Park, CA.; Kellogg Foundation, Battle Creek, MI.; DeWitt Wallace/Reader's Digest Fund, Pleasantville, NY.
PUB DATE- 01
NOTE- 65p.; Additional funding provided by the General Electric Fund and the NEC Foundation of America.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Citizen Participation; Citizenship Education; Political Attitudes; *Political Issues; *Political Power; *Politics; Secondary Education; Social Studies
IDENTIFIERS- Educator Role; *Political Awareness

Many U.S. citizens including educators, community leaders, youth workers, other human service persons, and young people tend to be apolitical, timid, cynical, or disdainful about the political process. But knowledge of the political process, when properly applied, is portable wealth and eminently usable power. Every vote can count when backed by solid facts, deep commitment, and persistent application of simple political skills. This guide is based on the conviction that people need to adjust many of their counterproductive attitudes about the political process and then to hone a few easily acquired political skills. These attitudes and skills will empower people to engage successfully with those who control the purse-strings and administrative powers that play such decisive roles in the rise and fall of many public and nonprofit organizations. It stresses the importance of building human relationships, rather than mere knowledge of the political process or following a set of "how-to" steps. The guide is divided into the following chapters: "Power and Powerlessness"; "On Credit in the Bank"; "Advocacy: A State of Mind"; "From Self-Affirmation to Political Effectiveness"; "Homework Pays Off"; "Politicians' Views of Educators--In Their Own Words"; "A Start toward Bridge-Building"; "Personal (and Persistent)

D. B. Center (1997), A. Martin-Smith (1995), R. Collier (1974), R. Garmston and B. Wellman (1995), and Schuck and N. Haggerson (1991). It is divided into the following parts: "Introduction"; "Metatheoretical Considerations"; "Educational Theory from Quantum Theory" ("Effective Interventions in Behavior Disorders," "Transforming the Child's Awareness through Drama," "More Effective Foreign Language Teaching," "A Reevaluation of Educational Research Methodology," "A Model for School Adaptability"); and "Guidelines and Questions." Contains 57 references. (BT)

ED 459 105 SO 033 159

Beck, Peggy
GlobaLinks: Resources for World Studies, Grades K-8.
PUB DATE- 02
NOTE- 160p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- Curriculum Development; *Educational Resources; Elementary Education; *Global Approach; *Information Sources; Internet; *Multicultural Education; Standards; Student Projects
IDENTIFIERS- Folktales; *Global Studies; *Multicultural Literature; Web Sites

For years, criticism of education in the United States has focused on the nation as ethnocentric. Schools can maximize their students' multicultural experiences by developing curricula that heighten global consciousness and responsibility. This book is intended as a guide for unlocking the treasures of the world. The book offers current resources available for purchase or through school and public libraries that help fulfill national standards for social studies, geography, language arts, information literacy, science, technology, life skills, and character education. Following an introduction, the book is divided into the following parts: (1) "General World References: Print and Nonprint"; (2) "General World Resources: Web Sites"; and (3) "Keypal/Pen Pal Projects and Resources." Appendix A contains a Web site title index and Appendix B contains a short story/folktale title index. (Contains an author/illustrator index, a title index, and a subject index.) (BT)

ED 459 106 SO 033 160

Martz, Carlton
Law of Empires.
PUB DATE- 01
NOTE- 18p.; Bill Hayes, Editor. Theme issue. Published Quarterly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Government Role; Imperialism; *Laws; Secondary Education; *United States History; *World History
IDENTIFIERS- *Bill of Rights; Eighteenth Century; *Puerto Rico; Roman Empire

This issue of "Bill of Rights in Action" explores issues raised by empires and imperial law. The first article, "Clash of priorities and views and, drawing ideas from across the political spectrum, advocates a unique and consistent approach to the issue. Perspectives are: (1) "Demand Citizen Responsibility" (alcohol control laws are not effectively enforced); (2) "Treat the Public Health Epidemic" (need more programs on prevention, early detection, counseling, and treatment); and (3) "Educate for Societal Change" (educate to dispel ignorance of alcohol's effects and to generate popular social norms for responsible behavior). Each perspective presents arguments for and against the perspective, and a final summary compares the three perspectives. (Contains sample pre-forum and post-forum questionnaires.) (BT)

ED 459 127 SO 033 431

Donahue, David M.
Lesbian, Gay, Bisexual, and Transgender Rights: A Human Rights Perspective. Human Rights Education Series, Topic Book.
PUB DATE- 00
NOTE- 119p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Bisexuality; *Civil Liberties; Gender Issues; High School Students; High Schools; Homophobia; *Homosexuality; *Sexual Identity; *Sexual Orientation; Student Needs
IDENTIFIERS- *Homosexual Rights; *Transsexuals; Universal Declaration of Human Rights

This curriculum is intended to further thoughtful examination and responsible action among high school students about lesbian, gay, bisexual, and transgender (LGBT) issues. Unlike other curricula this discussion is not in the context of civil or political rights but in the broader context of human rights. These rights, as defined in the Universal Declaration of Human Rights, include, among others, the right to education, identity, security, assembly, expression, employment, health, and family--all relevant to the current discussion of LGBT rights. The activities in the curriculum promote appropriate action in addition to reflection and discussion. Students are asked to take responsibility for the homophobia that causes human rights abuses. The curriculum aims to prepare students for responding in meaningful ways to such abuses. It is divided into the following parts: "Part 1: Introduction"; "Part 2: Activities" contains: (1) "Words Really Matter: Examining Language at School"; (2) "Are Gay Rights Special? What Does the Universal Declaration of Human Rights Say?"; (3) "What If Things Were Different: Charting the Effects of Change"; (4) "Is It a Crime To Be Gay? Debating Tolerance in a New Democracy"; (5) "What Must Be Done To Achieve Equality? Evaluating Different Approaches"; (6) "I Now Pronounce You...Same-Sex Marriage Legislation"; (7) "Youth Dealing with Homophobia: Stories from Real Life"; (8) "Rights Abuses around the World: What Can We Do?"; and (9) "Taking the Human Rights Temperatures of Your School"; and "Part 3: Appendices" contains: "The Universal Declaration of Human Rights" and "Resources." (Contains a resource list of 30 books, 12 videos, and 11 Web sites.) (BT)

ED 459 128 SO 033 432

Flowers, Nancy

Diseases

This project builds organizational and staff capacity to deliver HIV/AIDS education to farmworking Hispanic female adolescents and women. It includes two training manuals, one addressing the issues of farmworking mothers/mentors, and one addressing the issues of preadolescent and adolescent farmworking girls. This manual for girls emphasizes skills building around communication, refusal and negotiation skills, learning about the body, HIV/AIDS, and sexually transmitted diseases (STDs). It stresses the importance of clear communication styles and skills building. The manual contains six units with basic HIV/AIDS and STD information, exercises, stories, and handouts. Participants go through a subtle process that involves exploring self-identity without assaulting personal experiences or values and using self- reflection to move toward an understanding of the need to address sexuality, HIV, and STDs in their lives. This helps girls gradually become aware of HIV/AIDS prevention. The six units are: (1) "Team Building: Getting to Know Each Other and the Program"; (2) "Our Bodies"; (3) "La Comunicacion: Strategies for Effective Communication"; (4) "Raising Consciousness About HIV/AIDS Among Farmworking Women"; (5) "Understanding the Facts about HIV and Other STDs"; and (6) "Las Destrezas: Skill Development for Young Women." (Contains 11 references.) (SM)

ED 459 146 SP 040 362

Armstrong, Alexandria J.
Improving Student Teachers' Reflection and Personal Practical Knowledge.
PUB DATE- 99
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Techniques; Cooperating Teachers; Elementary Secondary Education; Higher Education; Preservice Teacher Education; *Reflective Teaching; Self Evaluation (Individuals); Student Teacher Attitudes; Student Teachers; *Videotape Recordings
IDENTIFIERS- *Reflective Thinking; *Teacher Knowledge

This study examined how the use of videotaping could help develop reflection among student teachers, particularly related to classroom management. Three student teachers were videotaped and interviewed several times to determine how they developed their thinking and reflection throughout student teaching and how videotaping assisted this process. The study investigated what student teachers attended to in evaluating themselves on videotape, how they evaluated their classroom management techniques, and whether videotaping helped them improve their classroom management skills or awareness of the situation. Categories that arose during the interviews included idiosyncracies, uncertainty, teaching unique students, best methods to use, doing what the cooperating teacher does, and changing what the cooperating teacher does. Classroom management categories that arose included distractions, changes needed, growth accomplished, gaining attention, use of facilities and resources, and encouraging students to work together. As respondents progressed in their experiences, their comments changed from a focus on personal idiosyncrasies and accomplishing the cooperating teacher's goals to student teacher growth and what worked for specific classrooms. All respondents believed they had achieved growth in teaching and classroom management. The videotaping and discussion process

Christiansen, Helen, Ed.; Ramadevi, S., Ed.
Reeducating the Educator: Global Perspectives on Community Building. SUNY Series, Teacher Preparation and Development.
PUB DATE- 02
NOTE- 242p.; Foreword by Sigrun Gudmundsdottir.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Beginning Teachers; Computer Uses in Education; Elementary Secondary Education; Foreign Countries; Higher Education; Inquiry; Mentors; Partnerships in Education; *Preservice Teacher Education; *Teacher Collaboration
IDENTIFIERS- Australia; Canada; Globalization; Israel; *Learning Communities

This collection of papers focuses on community building within teacher education programs in Canada, Israel, Australia, and the United States, suggesting that teacher educators must go beyond localized experiences and reach out to each other in a global discussion. There are 12 chapters in 4 parts. Part 1, "Opening the Conversation," includes (1) "Community and Community Building in Teacher Education" (Helen Christiansen and S. Ramadevi); (2) "Finding New Words for Old Songs: Creating Relationships and Community in Teacher Education" (Mary Beattie); and (3) "Enhancing First-Time Teaching at the Postsecondary Level: A Story of Collaborative Mentorship" (Katie Flockhart and Vera E. Woloshyn). Part 2, "Focus on Paradigms," includes (4) "The Posttraditional Community: A New Concept for a New Era" (Lorraine M. Ling, Eva Burman, and Maxine Cooper); (5) "From 'Common Grounds' to the 'Rough Ground' of Teacher Education: Experiencing Teacher Education as a Collaborative Practice" (Hans Smits and David Friesen); (6) "Situating Ourselves within Narrative: Reeducating the Educator" (Florence Samson, Bev Brewer, Angela Chan, Maureen Dunne, and Vicki Fenton); and (7) "The Postmodern Challenge: Using Arts-Based Inquiry To Build a Community of Teacher Collaborators and Selves" (Carol A. Mullen and C. T. Patrick Diamond). Part 3, "Focus on Programs," includes (8) "Creating Community in Online (Electronic) Environments" (Ann I. Nevin, Antonette W. Hood, and Mary E. McNeil); (9) "Building Communities in Teacher Education: The M. Teach Experience" (Robyn Ann Ewing and David Langley Smith); (10) "Project Partnerships: An Account of Partnership-Based Teacher Education at Victoria University" (Brenda Cherednichenko, Jan Gay, Neil Hooley, Tony Kruger, Rose Mulraney, and Maureen Ryan); and (11) "Creating a Community of Teacher Educators" (Miriam Ben-Peretz and Moshe Silberstein). Part 4, "Closing the Conversation," includes (12) "Gathering the Threads" (Helen Christiansen and S. Ramadevi). (Contains 273 references.) (SM)

ED 459 167 SP 040 392

Dandy, Evelyn; O'Dell, Sandra; McKinney, Marilyn; Perkins, Peggy G.; Miller, Susan Peterson; Reiman, Alan; Peace, Sandra DeAngelis; Williams, Doris Terry; Duncan, JoAnn Hines
In Pursuit of Teacher Quality: Three Models of Success.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 01
NOTE- 27p.; E-Primer #4.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reports - Descriptive (Program/Project Descriptions) (141)

reporting categories, content-specific performance level definitions, a list of the MCAS assessment development committee members, and MCAS-related references. (Contains 3 tables and 11 references.) (SLD)

ED 459 186 TM 033 462

Colorado Student Assessment Program Technical Report, 2000.
PUB DATE- 01
NOTE- 140p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Achievement Tests; Elementary Secondary Education; Ethnicity; Racial Differences; School Districts; Scores; Sex Differences; *Test Construction; Test Results; Test Use; *Testing Programs
IDENTIFIERS- Colorado; *Colorado Student Assessment Program

This report presents the results of the statewide spring 2000 administration of the Colorado Student Assessment Program (CSAP). Third-grade students were assessed in Reading; fourth- and seventh-grade students were assessed in Reading and Writing; and eighth-grade students were assessed in Mathematics and Science. The assessments were developed by CTB/McGraw-Hill in association with the Colorado Department of Education and were scored, scaled, and analyzed by CTB/McGraw-Hill. This technical report contains information about the assessments themselves, the results, item analyses, scaling, and calibration. One appendix presents the frequency distribution of scale scores, and the other contains a differential item functioning analysis. (Contains 107 tables and 19 references.) (SLD)

ED 459 187 TM 033 465

McCarthy, Maria S.
Washington Elementary Schools on the Slow Track under Standards-Based Reform. Making Standards Work, 2001.
PUB DATE- 01
NOTE- 40p.; Funded by Partnership for Learning through a generous grant from the Stuart Foundation.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Achievement Gains; *Educational Change; Elementary Education; *Elementary Schools; Mathematics Achievement; *Performance Factors; Reading Achievement; State Legislation; State Programs; *State Standards; Test Results; Testing Programs
IDENTIFIERS- Reform Efforts; *Washington

This study examined the experiences of 15 elementary schools in Washington state demonstrating relatively slow improvement on the reading and mathematics sections of the Washington Assessment of Student Learning. Since the passage of educational reform legislation in 1993, Washington has undertaken a systematic overhaul of its K-12 public school system, but some schools have not progressed as fast as others. The main source of data was a telephone interview with the school principal or a veteran classroom teacher (if the principal was new) at each school. Focus groups were held at a few of the schools. The study showed that schools that struggle to improve do not all struggle with the same barriers, nor do they approach school improvement in the same manner. The majority of the slow-moving schools were not effective at

DESCRIPTORS- *Advance Organizers; *Educational Objectives; Foreign Countries; Research Design; Secondary Education; *Secondary School Students; *Teaching Methods
IDENTIFIERS- Jamaica

This study tested the common assumption that lists of instructional objectives (LIOs) presented at the start of a lesson are used as advance organizers (AOs). Because traditional research designs have yielded conflicting results, an alternative design was used that sought to falsify the necessary association between the objectives and their use that results when AOs are used. Students (n=684) aged 12 to 19 in 17 classes in 8 schools were shown different lists of 4 objectives for 10 minutes of a 30-minute normal lesson. One objective was not used in the lesson. Students were then asked to recall the four objectives and identify which was not used. In all, 234 students correctly recalled all 4 objectives. Of these, 70 (29.6%) could not identify the unused objective. These 70 cases falsify the existence of the necessary association. Comparisons of the mean percentile rankings of these students from previous class tests indicated that an emphasis on memory and a de-emphasis on structuring learning may have discouraged the use of LIOs as AOs. (Contains 3 figures, 3 tables, and 48 references.) (Author/SLD)

ED 459 207 TM 033 506

Hambleton, Ronald K.; Patsula, Liane
Adapting Tests for Use in Multiple Languages and Cultures. Laboratory of Psychometric and Evaluative Research Report.
PUB DATE- 00
NOTE- 30p.; Cover page varies.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cross Cultural Studies; *Cultural Awareness; *Quality of Life; *Test Construction; Test Format; Test Items; *Translation; *Validity

Whatever the purpose of test adaptation, questions arise concerning the validity of inferences from such adapted tests. This paper considers several advantages and disadvantages of adapting tests from one language and culture to another. The paper also reviews several sources of error or invalidity associated with adapting tests and suggests ways to reduce those errors. It also considers test adaptation advances in a rapidly emerging area of social research, quality of life measures. The term "test adaptation" is preferred to test "translation" because adaptation is a broader term that better reflects what should happen in preparing a test that is constructed in one language and culture for use in another language and culture. Adapting a test may be cheaper than developing a new test, and it may allow better cross-cultural comparisons, provide a greater sense of security, and enhance fairness. Sometimes, test adaptation is not the answer, and when it is a good approach care must be taken to ensure validity. Sources of error that arise in test adaptation can be organized into three broad categories: (1) cultural and language differences; (2) technical methods; and (3) interpretation of results. Each of these must be considered in the adaptation process. The use of quality of life (QOL) tests by medical and public health researchers is a growing area that requires more than mere translation of the test. Suggestions are made to ensure that the adaptation of QOL tests receives the rigorous judgmental analysis it deserves. (Contains 28

State Summary of California. Ed Watch Online.
SPONS. AGENCY- Carnegie Corp. of New York, NY.
PUB DATE- 01
NOTE- 27p.; Also supported by the Washington Mutual Foundation. For the other State Summaries, see UD 034 473-523. For the Summary of the Nation, see UD 034 472.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *Black Students; Curriculum; Educational Attainment; Educational Finance; Elementary Secondary Education; Equal Education; *Hispanic American Students; Mathematics Achievement; Minority Group Children; *Poverty; *Racial Differences; Reading Achievement; Science Achievement; Special Needs Students; Tables (Data); Teacher Effectiveness; Teaching Skills; White Students
IDENTIFIERS- African Americans; California; Latinos; National Assessment of Educational Progress

This report provides data on the academic achievement gap that separates low-income and minority students from other students, examining how well different groups of students perform in California and noting inequities in teacher quality, course offerings, and funding. Included are tables and data that provide: a frontier gap analysis (a comparison of California to the leaders in achievement and gap closing); student profile (the demographic distribution of youth in California); state performance (academic achievement and educational attainment); opportunity (well prepared teachers, challenging curricula, special student placements, effective instruction, and annual per pupil investments); minority achievement gains, state by state; and analysis of minority-white achievement gaps by subject area and grade level. African American 4th graders in California made more progress in reading between 1992 and 1998 than African American 4th graders in almost any other state. However, African American 8th graders in California score more than 3 years behind white 8th graders in the state in math and science and more than 2 years behind in reading and writing. Hispanic 8th graders in California score more than 3 years behind white 8th graders in the state in all four areas. The state's poor/non-poor achievement gap would close for 8th graders in science if poor students in California scored as well as poor students in North Dakota. (Contains 24 references.) (SM)

ED 459 226 UD 034 478

State Summary of Colorado. Ed Watch Online.
SPONS. AGENCY- Carnegie Corp. of New York, NY.
PUB DATE- 01
NOTE- 27p.; Also supported by the Washington Mutual Foundation. For the other State Summaries, see UD 034 473-523. For the Summary of the Nation, see UD 034 472.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *Black Students; Curriculum; Educational Attainment; Educational Finance; Elementary Secondary Education; Equal Education; *Hispanic American Students; Mathematics Achievement; Minority Group Children; *Poverty; *Racial Differences; Reading Achievement; Science Achievement; Special Needs Students; Tables (Data); Teacher Effectiveness; Teaching Skills; White Students
IDENTIFIERS- African Americans; Colorado; Latinos; National Assessment of Educational Progress

special student placements, effective instruction, and annual per pupil investments); minority achievement gains, state by state; and analysis of minority-white achievement gaps by subject area and grade level. African American 8th graders in Michigan score nearly 4 years behind white 8th graders in the state in math and science. Hispanic 8th graders in Michigan score more than 3 years behind white 8th graders in the state in math and more than 2 years behind in science. Low-income 8th graders in Michigan score about 2 years behind non-poor 8th graders in the state in math and reading and about 2 years behind in science. (Contains 24 references.) (SM)

ED 459 244 UD 034 496

State Summary of Minnesota. Ed Watch Online.
SPONS. AGENCY- Carnegie Corp. of New York, NY.
PUB DATE- 01
NOTE- 27p.; Also supported by the Washington Mutual Foundation. For the other State Summaries, see UD 034 473-523. For the Summary of the Nation, see UD 034 472.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *Black Students; Curriculum; Educational Attainment; Educational Finance; Elementary Secondary Education; Equal Education; *Hispanic American Students; Mathematics Achievement; Minority Group Children; *Poverty; *Racial Differences; Reading Achievement; Science Achievement; Special Needs Students; Tables (Data); Teacher Effectiveness; Teaching Skills; White Students
IDENTIFIERS- African Americans; Latinos; Minnesota; National Assessment of Educational Progress

This report provides data on the academic achievement gap that separates low-income and minority students from other students, examining how well different groups of students perform in Minnesota and noting inequities in teacher quality, course offerings, and funding. Included are tables and data that provide: a frontier gap analysis (a comparison of Minnesota to the leaders in achievement and gap closing); student profile (the demographic distribution of youth in Minnesota); state performance (academic achievement and educational attainment); opportunity (well prepared teachers, challenging curricula, special student placements, effective instruction, and annual per pupil investments); minority achievement gains, state by state; and analysis of minority-white achievement gaps by subject area and grade level. Hispanic 4th and 8th graders in Minnesota made more progress in math during the 1990s than Hispanic 4th and 8th graders in most other states. However, Hispanic 8th graders in Minnesota score more than 3 years behind white 8th graders in the state in reading and writing, nearly 3 years behind in science, and about 2 years behind in math. African American 8th graders in Minnesota score about 4 years behind white 8th graders in the state in math and reading and about 3 years behind in science and writing. Low-income 8th graders in Minnesota score more than 2 years behind non-poor 8th graders in the state in reading and writing. (Contains 24 references.) (SM)

ED 459 245 UD 034 497

State Summary of Mississippi. Ed Watch Online.
PUB DATE- 01
NOTE- 27p.; Also supported by the Washington Mutual Foundation. For the other State Summaries, see UD 034 473-523. For the

IDENTIFIERS- African Americans; Latinos; National Assessment of Educational Progress; South Dakota

This report provides data on the academic achievement gap that separates low-income and minority students from other students, examining how well different groups of students perform in South Dakota and noting inequities in teacher quality, course offerings, and funding. Included are tables and data that provide: a frontier gap analysis (a comparison of South Dakota to the leaders in achievement and gap closing); student profile (the demographic distribution of youth in South Dakota); opportunity (well prepared teachers, challenging curricula, special student placements, effective instruction, and annual per pupil investments); minority achievement gains, state by state; and analysis of minority-white achievement gaps by subject area and grade level. Student achievement data are based on the National Assessment of Educational Progress (NAEP). Because South Dakota has never participated in any of the NAEP tests, it is impossible to provide a complete profile of student achievement in South Dakota. (Contains 24 references.) (SM)

ED 469 263 UD 034 515

State Summary of Tennessee. Ed Watch Online.
SPONS. AGENCY- Carnegie Corp. of New York, NY.
PUB DATE- 01
NOTE- 27p.; Also supported by the Washington Mutual Foundation. For the other State Summaries, see UD 034 472-523. For the Summary of the Nation, see UD 034 472.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *Black Students; Curriculum; Educational Attainment; Educational Finance; Elementary Secondary Education; Equal Education; *Hispanic American Students; Mathematics Achievement; Minority Group Children; *Poverty; *Racial Differences; Reading Achievement; Science Achievement; Special Needs Students; Tables (Data); Teacher Effectiveness; Teaching Skills; White Students
IDENTIFIERS- African Americans; Latinos; National Assessment of Educational Progress; Tennessee

This report provides data on the academic achievement gap that separates low-income and minority students from other students, examining how well different groups of students perform in Tennessee and noting inequities in teacher quality, course offerings, and funding. Included are tables and data that provide: a frontier gap analysis (a comparison of Tennessee to the leaders in achievement and gap closing); student profile (the demographic distribution of youth in Tennessee); state performance (academic achievement and educational attainment); opportunity (well prepared teachers, challenging curricula, special student placements, effective instruction, and annual per pupil investments); minority achievement gains, state by state; and analysis of minority-white achievement gaps by subject area and grade level. Hispanic 4th graders in Tennessee have made more progress in math from 1992 to 1996 than Hispanic 4th graders in every other state. However, Hispanic 8th graders in Tennessee score more 3 years behind white 8th graders in the state in science, 3 years behind in reading and writing, and 2 years behind in math. African American 8th graders in Tennessee score more 3 years behind white 8th graders in the state in math and science, and more than 2 years behind in reading and writing. The state's poor/non-poor achievement gap would close for 8th graders in both math and science if poor students in welfare stakeholders and focus groups with child welfare workers. Respondents discussed the impact of welfare reform on child welfare and of direct challenges to child welfare. They emphasized continuing concerns about the quality and capacity of the child welfare system. In some states, these concerns led to the formation of commissions charged with assessing the child welfare system, while other states faced legal action. Respondents noted that frequent child welfare leadership changes affected child welfare priorities and agency responses to various situations. The mission of child welfare agencies continued to fluctuate between focusing on family preservation and on child safety as a top priority. One way that both federal and state governments sought to improve the child welfare system was by increasing oversight and making agencies more accountable for outcomes. Respondents acknowledged that most systems lacked sufficient resources to protect and serve children and families adequately. Child welfare workers reported that they have more clerical work, less decision-making authority, and less time to spend with children and families. (Contains 21 references.) (SM)

ED 459 282 UD 034 581

Hutson, Rutledge Q.
Red Flags: Research Raises Concerns about the Impact of "Welfare Reform" on Child Maltreatment.
SPONS. AGENCY- Mott (C.S.) Foundation, Flint, MI.; William and Flora Hewlett Foundation, Palo Alto, CA.; George Gund Foundation, Cleveland, OH.; Open Society Inst., New York, NY.; Annie E. Casey Foundation, Baltimore, MD.; Kellogg Foundation, Battle Creek, MI.
PUB DATE- 01
NOTE- 42p.; Also supported by J.P. Morgan Chase Foundation and Moriah Fund.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Abuse; *Child Neglect; *Child Welfare; Federal Programs; Foster Care; *Poverty; Welfare Recipients; *Welfare Services
IDENTIFIERS- *Temporary Assistance for Needy Families; *Welfare Reform

This paper addresses the potential impact of Temporary Assistance for Needy Families (TANF) on the incidence of child maltreatment. Potential risks include maltreatment related to poverty, loss of benefits because of sanctions or time limits, and problems finding child care. While the total number of substantiated cases of maltreatment decreased in 1999, the estimated number of children in foster care grew significantly. This may demonstrate that TANF is having no negative impact on the rates of child abuse and neglect, or it may reflect alternative case handling. Research raises red flags suggesting that policies adopted under TANF may be increasing children's risk of maltreatment. For example, grant reductions are associated with increased entry into child welfare; subsequent employment in light of welfare losses may influence the likelihood of Child Protective Services involvement; increased proportions of working single mothers are associated with increased rates of neglect; and a comprehensive package of welfare reforms may increase maltreatment rates. Recommendations include focusing TANF on the reduction of child and family poverty and considering additional measures of welfare reform's success. Three appendices present an overview

Program (CSRD), which provides grants to support adoption of proven CSR models. Many states have aligned state or federal dollars intended to improve professional development or instruction in schools, especially high poverty schools, with CSRD, which increases the number of schools that can adopt CSR programs. Analysis of data evaluating Success for All and comparing it with other reform models indicates that Success for All is effective when fully implemented because the program elements themselves are based on rigorous research. Data show that Success for All produces significantly greater gains than other educational methods and does not lose its effectiveness when disseminated on a very large scale. The results suggest that evidence-based reform may potentially transform educational practice, especially in schools serving high-risk students. (Contains 36 references.) (SM)

ED 459 302 UD 034 610

Closing the Achievement Gap: Views from Nine Schools.
PUB DATE- 00
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Black Students; Educational Environment; Educational Quality; Educational Technology; Elementary Secondary Education; Mathematics Skills; Reading Skills; *School Culture; Small Group Instruction; Teaching Methods; Tutoring
IDENTIFIERS- *Achievement Gap; *North Carolina

This study examined North Carolina schools serving large numbers of poor and minority students, emphasizing nine schools where black student achievement was especially high, where black students had made strong gains, or where the black-white achievement gap was closing faster than the state average. Between 1999-00, research teams visited each school, interviewing staff, administrators, students, and parents, observing in classrooms, reviewing documents, and interviewing district-level staff. Overall, teachers in these schools often mentioned characteristics of school leadership as a catalyst for their success. There was tolerance for different teaching styles. Administrators treated teachers like colleagues. Each school emphasized helping students master basic reading, writing, and mathematics competencies; using district-wide pacing guides and teacher-developed thematic units; using elective teachers; and promoting professional development. Most schools participated in district-wide reading and mathematics testing every 6-9 weeks. Many schools used technology in teaching core academic skills. Other common strategies included one-on-one tutoring, small group programs, and creative grouping. Many of the schools had developed a culture of achievement and utilized various mechanisms for communicating high expectations to teachers, students, and parents. An appendix profiles case study schools. (Contains 23 references.) (SM)

ED 459 303 UD 034 611

Darity, William, Jr.; Castellino, Domini; Tyson, Karolyn; Cobb, Carolyn; McMillen, Brad
Increasing Opportunity To Learn via Access to Rigorous Courses and Programs: One Strategy for Closing the Achievement Gap for At-Risk and Ethnic Minority Students.
PUB DATE- 01

institutional pride; (4) the emerging role of libraries as campus centers and information commons; (5) the need for less expensive ways to store print; (6) the importance of historical materials; (7) differing concepts about staff-staff and staff-user relationships; (8) uncertainty about the future; and (9) site, budget, and design considerations. Questions and tips for the planner are provided. Each of the seven libraries is then discussed by both the architectural critic and the academic librarian. Color illustrations are given throughout the text. (AEF)

ED 458 877 IR 058 302

Nitecki, Danuta A., Ed.; Kendrick, Curtis L., Ed.
Library Off-Site Shelving: Guide for High-Density Facilities.
PUB DATE- 01
NOTE- 241p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Case Studies; Higher Education; Information Storage; Libraries; Library Collections; Library Development; *Library Facilities; Library Materials; *Library Planning; *Storage
IDENTIFIERS- Shelving Practices

This collection of essays addresses the planning, construction, and operating issues relating to high-density library shelving facilities. The volume covers essential topics that address issues relating to the building, its operations, and serving the collections. It begins with an introduction by the volume's editors, "The Paradox and Politics of Off-Site Shelving." The next section presents five case studies discussing governance issues and cost models: "The Harvard Depository: Client-Owner Model" (Barbara Graham); "Milton S. Eisenhower Library of Johns Hopkins University" (Deborah Slingluff); "Cheaper by the (Almost Half) Dozen: The Ohio State-Wide Remote Storage System" (David F. Kohl); "The Washington Research Library Consortium (WRLC)" (Lizanne Payne); and "The Library of Congress" (Steven J. Herman). Design and construction issues are then discussed in two chapters: "Design and Construction Process: An Architect's Perspective" (Bruce M. Scott); and "What to Build" (Ron Lane and Reese Dill). Preservation issues are addressed in "The Preservation Environment" (Paul Conway), followed by two case studies on material selection issues, "A Harvard Experience" (Kenneth E. Carpenter and Jeffrey L. Horrell) and "The Yale University Libraries Experience" (Margaret K. Powell). The next section discusses transferring items: "Preparing for Transfer" (Lee Anne George); and "Transportation and Logistics" (Donald G. Kelsey and Curtis L. Kendrick). The remaining four chapters are: Systems - "Computer Systems" (Joel J. Felber); Accessioning and Managing Issues - "Managing a Remote Storage Facility" (June L. DeWeese); Services - "Access to Collections" (Bruce Hulse); Special Collections - "Special Collections" (Mary C. LaFogg and Christine Weideman); and Bibliography - "Citations and Web Sites" (Helen R. Goldstein). (Includes an index. Contains 103 references.) (AEF)

ED 458 878 IR 058 304

Diversity in the Library: A Way of Life. Videotape .
PUB DATE- 01
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)

*Educational Legislation; Educational Policy; *Governance; Tuition; Two Year Colleges
IDENTIFIERS- *Florida Community College System

This document is a compilation of substantive legislative issues papers concerning the Florida Community College System in 2001. It examines the following six legislative issues, considered to be of high visibility and importance: (1) issues included in the budget, which consist of funding formulas, dual enrollment, and matching grants; (2) issues with funding implications, which include the Associate of Science degree and workforce formula, adult education funding, accelerated workforce education, rates for electronically delivered instruction, in-state tuition for military, information technology training, student fees, in-state tuition and fees, and the diversity inclusion model; (3) education governance reorganization issues; (4) access issues involving financial aid; (5) regulatory licensing issues, which are comprised of nursing ratio, opticianry, and the Florida building code; and (6) other issues that include workforce tax credits, federal workforce funds, the Administrative Procedures Act rulemaking, retirement plans, and reports reduction. The document also examines the two legislative watch issues of contiguous county tuition and apprenticeships. (KP)

ED 458 897 JC 020 004

Curry, Mary Jane
Competing Goals, Competing Discourses: ESL Composition at the Community College.
PUB DATE- 00
NOTE- 220p.; Doctor of Philosophy Dissertation, University of Wisconsin-Madison.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Academic Persistence; Capital; Community Colleges; Cultural Background; Cultural Relevance; Culture; *English (Second Language); *Part Time Faculty; Social Capital; *Student Attrition; Student Needs; Two Year Colleges
IDENTIFIERS- Bourdieu (Pierre); Cultural Capital; Freire (Paulo)

This study examined the experiences of participants in a basic writing course in a Midwestern community college. Two-thirds of the 18 students were highly educated students from Russia, Turkey, Japan, Korea, and Taiwan who were retirees, spouses of Americans, spouses of international students at the local university, or spouses of foreign technical elites. The class also had students with low educational attainment levels, including students from Laos and Sierra Leone. Students' goals ranged from improving their English to entering community college programs in law enforcement and accounting to earning bachelor's and master's degrees. This study traces the factors involved in the course's 75% dropout rate. Using sociocultural discourse analysis, it unravels the roles of the part-time status of the instructor, the varying backgrounds and goals of the students, and the lack of institutional support and services for students and the instructor. Students' disparate educational backgrounds, life situations, and future goals posed serious challenges to the predetermined curriculum and the traditional pedagogy the instructor used. The college's heavy reliance on part-time instructors typified staffing patterns at community colleges. This practice results in faculty with little connection to the institution, insufficient training and support for part-time instructors, and predetermined curriculum and "defensive teaching" that do not and complaints to the instructors, and they are more likely to receive detailed comments from the instructors in online classes. However, students report that they are less likely to discuss academic goals and career plans with their instructors in online classes than in face-to-face classes. When comparing student responses based on whether they had experienced electronic communication in a fully online or partly online course, the study found that classes that combine both face-to-face and electronic communication may be more useful and exciting to more students than the fully online classes. (GC)

ED 458 917 JC 020 037

Matti, Falilu Mohammad A.
Factors Affecting Minority Students' Persistence in Community Colleges.
PUB DATE- 00
NOTE- 146p.; Doctoral Dissertation, University of Missouri at Kansas City.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Academic Achievement; *Academic Persistence; *Community Colleges; Family Influence; High Risk Students; *Minority Group Influences; *Minority Groups; Social Influences; Sociocultural Patterns; Two Year Colleges

This dissertation investigated the factors that influence persistence of minority students in community colleges. The population for this study consisted of minority students enrolled in diploma and degree programs in the fall semester of 1999 at two community colleges in Kansas City, Missouri. A total of 232 students (165 females and 67 males) from 4 minority ethnic backgrounds--American Indian, Asian Pacific Island, African American, and Hispanic/Mexican American. Various variables were examined, including age, gender, ethnicity, enrollment status, family income status, employment status, family responsibility, social integration, and academic integration. The study found that female students generally had a higher persistence rate than male students; however, environmental factors played a greater role in students' decisions to persist than did demographic factors. Employment and family responsibility were identified as the two most powerful environmental factors affecting minority student persistence. In addition, there were gender differences in the degree of influence of each environmental variable. For example, while academic integration was found to have a stronger influence on the persistence of female students, social integration and goal commitment had a stronger influence on male student persistence. (Contains 124 references.) (GC)

ED 458 918 JC 020 038

Saskatchewan Urban Training Needs Assessment Report, 2000.
PUB DATE- 00
NOTE- 105p.; Prepared by SIAST Planning, Research, and Development Division.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Vocational Education; Age; Community Colleges; *Economics; Foreign Countries; Immigrants; *Indigenous Populations; *Job Skills; *Job Training; Metropolitan Areas; Older Adults; Retraining; Technology; Two Year Colleges; Urban Areas; Urban Education; Urban Schools; *Vocational Education

Institute of the Family and examines family relationships, focusing on families in Canada. The report identifies several reasons for the emergence of the dual wage-earning family as normative both statistically and culturally. The report then asserts that scholars and policymakers need to identify what is common to different families in order to determine their rights and obligations to one another and community obligations to them. It is noted that assumptions about the nature of family influence government planning, personnel policies, pension plans, school procedures, and relationships within families. Descriptions of how families differ from one another lead to the suggestion that whether or not individuals constitute family cannot be decided on the basis of legal or biological relatedness. However, the report argues, family cannot be eliminated from policy analysis because a way of acknowledging bonds of obligation and affection that bind family members to one another would be lost. Further, the report asserts that as the difficulty in defining family is increasingly recognized, public policymakers are intent on invoking the notion of family; the current serious economic contraction reminds policymakers and scholars that families have always been economically significant and are based, in part, on economic interdependence. The report concludes by presenting the functional definition of the family used by the Vanier Institute, emphasizing what families do for the benefit of their individual members and the larger society. (KB)

ED 458 937 PS 029 867

Ishigaki, Emiko Hannah
Children's Rights: A Quote from Toyohiko Kagawa.
PUB DATE- 01
NOTE- 8p.; Paper presented at the World Congress on Early Childhood Education (OMEP), (Santiago, Chile, July 31-August 3, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Child Relationship; *Child Rearing; *Children; *Childrens Rights; Foreign Countries; *Parent Child Relationship
IDENTIFIERS- *Japan

Toyohiko Kagawa, a Japanese Christian minister nominated for the Nobel Peace prize in 1955, had important contributions to the establishment of children's rights and protection in Japan. This paper reviews Kagawa's personal and educational experiences, his work in the labor movement, his missionary work in Manchuria and China, and his participation in the peasant movement. Probably the first Japanese to speak publicly on children's rights, Kagawa spoke in 1924 on six rights of children: the right to eat, play, sleep, be scolded without anger, have fighting between their parents stopped, and ask parents to stop drinking. These six rights of children are examined, and the paper contends that for children to grow up soundly, adults must recognize these rights. The cultural background to Kagawa's presentation is explained, focusing on changes in the traditional Japanese family since World War II. The paper concludes by noting that Kagawa's views on children's rights are currently receiving greater recognition in Japan, especially by parents who are increasingly recognizing the necessity of scolding children in their upbringing. (KB)

ED 458 938 PS 029 882

strategic direction, the plan identifies key issues and directions, as well as indicators of successful implementation of the strategies. The strategies represent three major shifts in policy direction: (1) enhancing policies at the national level and contexts at the local level to facilitate the implementation of Te Whariki (the national curriculum) in its fullest sense; (2) changing structures, systems, and regulations so they become better coordinated to support contributions by parents, teachers, and educators to children's early learning and development; and (3) transforming the role of government within the early childhood education sector so that early childhood education is provided in partnership with government. Long-term measures beyond the life of this plan are outlined in the plan's Appendix. (KB)

ED 458 955 PS 029 913

Verneuil, Ann Marie
The Intergeneration Transmission of Attachment: How Do We Account for the "Transmission Gap?"
PUB DATE- 01
NOTE- 82p.; Doctoral Research Paper, Biola University.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- At Risk Persons; *Attachment Behavior; Intervention; Literature Reviews; Mothers; *Parent Child Relationship; Personality; Siblings; Stress Variables
IDENTIFIERS- Intergenerational Learning; *Intergenerational Relationship; Maternal Responsiveness; Maternal Sensitivity; Representational Thinking; Security Classifications; *Security of Attachment

This doctoral research paper reviews the empirical literature examining intergenerational transmission of attachment styles. The relationship between adult caregivers' internal representations of attachment as measured by the Adult Attachment Interview and their infants' attachment status as measured by the Strange Situation procedure has been established across numerous studies. This paper examines the transmission gap, the means by which attachment is "passed down" from one generation to another. The paper explores maternal characteristics such as expectations about parenting; internal representations of oneself as caregiver, one's child, and their relationship; maternal sensitivity; and distress tolerance. Infant temperament is also taken into consideration. The paper further discusses environmental characteristics such as nonmaternal care, amount of physical contact with caregiver, the presence or arrival of a sibling, sleeping arrangements, and external stressors. Implications for clinical intervention with parent-infant dyads or at-risk individuals prior to the birth of an infant are then discussed. (Contains 75 references.) (KB)

ED 458 956 PS 029 914

Kauffman, Erin; Perry, Amy; Prentiss, Diane
Reasons for and Solutions to Lack of Parent Involvement of Parents of Second Language Learners.
PUB DATE- 01
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Claire
State of the World's Newborns: A Report from Saving Newborn Lives.
PUB DATE- 01
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Breastfeeding; *Child Health; Developed Nations; Developing Nations; *Health Services; Immunization Programs; *Infant Mortality; *Infants; Mortality Rate; *Neonates

There has been little change in newborn mortality in the past 20 years, even through proven, cost-effective solutions exist to save many of these young lives. This report reviews the most recent data on the newborn, revealing the alarming poor health and quality of health care for mothers and newborns in virtually all impoverished countries. The report identifies infections, complications of prematurity, and birth asphyxia and injuries as the primary causes of newborn mortality, with low birth weight an important secondary factor. Another major cause of neonatal deaths in developing countries is identified as poor maternal health, especially during pregnancy. The report argues that many of these neonatal deaths can be prevented with three cost-effective solutions that do not depend on highly technical training or sophisticated equipment: (1) tetanus toxoid immunization; (2) skilled health care at delivery; and (3) immediate and exclusive breastfeeding. Further, the report maintains that policymakers, nongovernmental organizations, health care professionals, and community leaders need to collaborate in strengthening existing health care delivery systems to provide expectant mothers and their babies the care they need. A key part to this effort is advocating for and creating policies that address newborns' special needs. The report's appendices include tables providing information on newborn health status and on newborn health services and practices, by country, and as well as each country's rank on the Human Development Index, a composite indicator of development status that includes life expectancy at birth, educational achievement, and real gross domestic product per capita. (Contains 84 endnotes.) (KB)

ED 458 973 PS 029 934

Reifel, Stuart, Ed.
Foundations, Adult Dynamics, Teacher Education and Play. Advances in Early Education and Day Care.
PUB DATE- 99
NOTE- 240p.; For volume 9 in the Advances in Early Education and Day Care series, see ED 416 974.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Early Childhood Education; Imagination; *Play; Preschool Curriculum; *Preschool Teachers; Preservice Teachers; *Research Methodology; Student Attitudes; Teacher Education; *Teaching (Occupation); Theories; Vocational Education; *Work Environment

Providing a forum for current thinking related to early care and education, this book presents a wide range of views regarding research methodology, the nature of experience while teaching, teaching and program improvement, and conceptualizing play in the curriculum. The chapters are: (1) "Postmodern Research in Early Childhood Education" (Gaile S. Cannella and Chelsea

DESCRIPTORS- Academic Achievement; Educational Research; *Full Day Half Day Schedules; *Kindergarten; Kindergarten Children; *Parent Attitudes; Preschool Curriculum; Primary Education; School Schedules; Social Development; *Student Adjustment; Student Behavior; *Teacher Attitudes

IDENTIFIERS- ERIC Digests

Noting that much of the early research on the effects of all-day kindergarten had serious problems with internal and external validity due to inadequate methodological standards, this Spanish-language digest reviews research conducted in the 1990s. The digest discusses the academic, social, and behavioral effects of all-day kindergarten, as well as parents' and teachers' attitudes and the curriculum in all-day kindergarten classes. The digest notes research from the 1990s showing more consistent positive academic outcomes for all children in all-day kindergarten than did earlier research. Three studies are highlighted which found social and behavioral benefits of all-day kindergarten attendance. Attitudes of parents and teachers of children enrolled in all-day kindergarten are also noted; both groups were generally satisfied with the programs and believed that all-day kindergarten better prepared children for first grade. The digest concludes by noting that all-day kindergarten seems to have many positive benefits for children and can provide them the opportunity to spend more time in active, child-initiated small-group activities. (Contains 14 references.) (KB)

ED 458 991 PS 029 957

Wilmington Kids Count Fact Book, 2001.

SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.

PUB DATE- 01

NOTE- 88p.; For the 2000 edition on Kids Count in Delaware, see ED 448 938. Also funded by the City of Wilmington, DE.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Adolescents; Birth Weight; Child Welfare; *Children; Crime; Delinquency; Dropouts; Early Parenthood; Elementary Secondary Education; Family Violence; Homicide; Low Income Groups; Mortality Rate; One Parent Family; *Poverty; Statistical Surveys; Suicide; Tables (Data); Urban Areas; *Urban Youth; Welfare Reform; *Well Being

IDENTIFIERS- Child Mortality; *Delaware (Wilmington); *Indicators

This Kids Count fact book provides a statistical portrait of the well-being of children in Wilmington, Delaware, and is designed as a resource for policymakers and citizens to use in shaping local action to improve the status of children and families in Wilmington. In addition to demographic information, 11 featured indicators are used to describe children's well-being: (1) births to teens; (2) prenatal care; (3) low birthweight babies; (4) infant mortality; (5) child deaths; (6) teen deaths by accident, homicide, and suicide; (7) juvenile crime; (8) immunizations; (9) education, including the Delaware State Testing Program, high school dropouts, and early care and education; (10) children in poverty; and (11) children in one-parent households. Each indicator is defined and its relationship to child and family well-being is described. The first part of the fact book presents current data for each indicator in graphic or tabular format and discusses relevant comparisons to the rest of the state, variability within the city, or racial/ethnic differences in indicators. Information

ED 459 009 PS 029 996

Helburn, Suzanne W.; Bergmann, Barbara R.
America's Child Care Problem: The Way Out.
PUB DATE- 02
NOTE- 262p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Change Strategies; *Day Care; Early Childhood Education; *Family Work Relationship; Public Policy; Social Change
IDENTIFIERS- Child Care Costs; *Child Care Needs; *Day Care Quality; Day Care Selection

Written for policymakers, parents, and child care providers, this book provides an in-depth look at the child care industry, identifying crucial problems such as quality of care and the high cost of even mediocre care. The book identifies needed changes, including stronger regulatory procedures for providers and suppliers of care and tens of billions more in government subsidies to provide help for hard pressed parents. The book also helps parents understand the hidden costs of child care and offers guidelines to use when selecting care. The chapters of the book are: (1) "The Problem: What's Wrong with Child Care in America?" (2) The Question: How Could We Make Child Care Affordable to All?" (3) "The Design: What Should a New Child Care System Look Like?" (4) "The Yardstick: What Child Care Deserves To Be Called 'Good'?" (5) The Report Card: How Much of America's Child Care Is Good?" (6) "The Regulations: How Much Quality Control in Child Care?" (7) "The Marketplace: What Is Peculiar about the Child Care Industry?" (8) "The Caregivers: How Could We Improve Their Lot?" and (9) "The Cost: How Much Would It Take To Provide Affordability and Improved Quality?" The book's two appendices include policy recommendations and a checklist for parents trying to evaluate caregivers. (Contains extensive notes organized by chapter.) (HTH)

ED 459 010 PS 030 002

Vitaglione, Tom; Weisner, Kristie
North Carolina Child Health Report Card, 2001.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 01
NOTE- 7p.; For 2000 edition, see ED 447 939. Also funded by KIDS COUNT.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Birth Weight; Child Abuse; *Child Health; Child Neglect; *Children; Communicable Diseases; Early Intervention; Early Parenthood; Health Insurance; Immunization Programs; Infant Mortality; Low Income Groups; Mortality Rate; Obesity; Physical Fitness; Prenatal Care; *Social Indicators; Substance Abuse; *Well Being
IDENTIFIERS- Child Mortality; *Indicators; *North Carolina

This seventh annual report card is produced to heighten awareness of the health of the children of North Carolina by summarizing important child health indicators. The report is intended to mainstream schools. Also, parents were frequently present as helpers and were apparently confident in entering the premises, talking with staff members, and seeking assistance. A key factor in the success of the school has been the leadership of its Aboriginal principal. The principal has encouraged students to aspire to mainstream success through practices of Aboriginal pride and Aboriginal curriculum perspectives, while accommodating the apparent contradictions and political pressures of maintaining this position. Power and responsibility have also been devalued in the hierarchical management structure so that every staff member can exercise choices within his or her role and question the role itself. Responsibility and therefore power are shared. In dealing with the mainstream power structure, the principal avoids direct opposition, but that does not preclude questioning the structures and processes of mainstream organizations that control funding, or exercising strategic power through networks to gain support. Aboriginal "kin" responsibilities are incorporated into the preschool structure so that each kin group is represented within the staff. This seems to insulate the preschool to some degree from any factional fighting taking place in the broader Aboriginal community. Analyzing these dynamics through Foucauldian notions of power, subjection, and resistance seems a useful way to represent some of the shifting and transitory flows of power that make for successful Indigenous leadership in this preschool. (Contains 12 references.) (TD)

ED 459 028   RC 023 232

Power, Kerith; Roberts, Dianne
Acting Globally by Thinking Locally--A Postcolonial Partnership.
PUB DATE- 99
NOTE- 16p.; Presented at the Annual Meeting of the Australian Association for Research in Education (Melbourne, Australia, December 4-7, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Biculturalism; Colonialism; *Culturally Relevant Education; Extended Family; Foreign Countries; *Indigenous Personnel; *Kinship; Leadership Effectiveness; *Leadership Qualities; Politics of Education; Preschool Education; Principals; Rural Schools; *School Community Relationship; Women Administrators
IDENTIFIERS- *Aboriginal Australians; Aboriginal Schools (Australia); Sense of Place

The success of the Minimbah Aboriginal Preschool in Armidale, New South Wales (Australia) is due largely to the leadership abilities of its Aboriginal director, Dianne Roberts. Much of her leadership success comes from knowing her communities and her place in them. From an Aboriginal perspective, there is much more to knowing a community than a non-Aboriginal person would suspect. Kin knowledge is far more complex than a family tree and contains many intricate details of human relationships. Knowledge of kin relationships is necessary for understanding how local social networks operate and is a source of authority. Roberts is related to many local Aboriginal people, and she insists that detailed local knowledge of the community is needed for successful leadership at the local level. However, she does not settle for being labeled an "insider" or an "outsider." Instead, she switches from one to

CURA and the Office of the Vice President for Research, University of Minnesota.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080), Reports - Research/Technical (143)
DESCRIPTORS- *American Indian Education; Classroom Techniques; *Culturally Relevant Education; *Educational Needs; High School Students; High Schools; Holistic Approach; Juvenile Gangs; Parent Influence; *Racial Discrimination; *Student Attitudes; *Teacher Characteristics; Teacher Student Relationship
IDENTIFIERS- American Indian Students; *Institutional Discrimination; Minnesota

A study examined American Indian students' perceptions of why schools are failing to meet their needs. Thirty-six American Indian high school students from Minnesota participated in three interviews that explored their background and experiences, instructional and non-instructional issues that affect the education of Indian students, and their perceptions of successful schooling and classroom practices. The students felt that good teachers provide active, experiential learning experiences and care for their students in a personal way. Racism and a lack of Indian content in the curriculum was a primary concern of many Indian students. Students were clear on the importance of American Indian content and culture in school and the significance of family and community in helping to develop a strong cultural identity. Indian youths join gangs as a replacement for family, but replacing the negative aspects of gang involvement with the positive aspects of Indian culture can keep youth out of gangs. The ideal school would have a large Indian peer group but also enough diversity to broaden students' minds. Students would have more freedom to work on independent projects, and Indian culture would be taught along with everybody else's culture. To date, the piecemeal approach to American Indian education has failed to break through institutional and overt racism--a more holistic approach is needed. (TD)

ED 459 046 RC 023 255

Schultz, T. Paul
School Subsidies for the Poor: Evaluating the Mexican Progresa Poverty Program. Center Discussion Paper.
SPONS. AGENCY- Rockefeller Foundation, New York, NY.
PUB DATE- 01
NOTE- 84p.; "Builds on a study prepared for the International Food Policy Research Institute, Washington, DC and the Progresa Program of Mexico." Support provided by the Rockefeller Foundation Bellagio Center.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Birth Rate; Child Labor; *Economically Disadvantaged; Elementary Secondary Education; *Enrollment Rate; Family Income; Females; Foreign Countries; *Grants; Males; *Poverty Programs; *Rural Education; *Rural Family
IDENTIFIERS- *Mexico

In rural Mexico, the Progresa program provided educational grants to poor mothers of children enrolled in grades 3-9 and attending 85 percent of the school days. Payments were increased at the higher grades, a premium was paid for girls enrolled in grades 7-9, and every 6 months the grants were adjusted upward to compensate for inflation. The grants were substantial; a family with a ninth-grade daughter received an

in the 2000-2001 Series.
PUB DATE- 00
NOTE- 33p.; Accompanying videotape not available from ERIC. For other documents in the series, see 065 298-300.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Educational Technology; Elementary Education; *Elementary School Science; *Enrichment Activities; Inquiry; *Instructional Materials; National Standards; Problem Solving; Science Instruction; *Scientific Methodology
IDENTIFIERS- *National Aeronautics and Space Administration; *Sense Organs

The National Aeronautics and Space Administration (NASA) has produced a distance learning series of four 60-minute video programs with an accompanying Web site and companion teacher guide. This teacher guide accompanies the first video in the series. The story line of each program involves six ethnically diverse, inquisitive schoolchildren who meet in a treehouse. They seek the solution to a particular problem, and the NASA "Why?" Files series follows them through the steps of their investigation and final conclusion. In the first program, the friends in the treehouse learn that a nearby town is being bothered by an unpleasant odor, and viewers are invited to assist with solving the problem of the unknown source of the odor. The program includes a visit by the treehouse friends to a NASA Langley electronics engineer to learn about scientific research. Students learn the necessity of identifying the problem, gathering data, forming a hypothesis, testing the hypothesis, controlling the variables, analyzing the data, and reaching a conclusion. The teacher guide includes a program overview, science and mathematics concepts as related to the National Standards, key vocabulary, and program discussion. In addition, the guide includes extension activities across disciplines designed for classroom or home/family enrichment. This guide also offers suggestions for the most effective use of the videos and web site in the classroom, as well as a description of the Web site programs. (PVD)

ED 459 066 SE 065 298

The NASA "Why?" Files: The Case of the Barking Dogs. Program 2 in the 2000-2001 Series.
PUB DATE- 00
NOTE- 58p.; Accompanying videotape not available from ERIC. For other documents in the series, see SE 065 297-300.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Acoustics; *Educational Technology; Elementary Education; *Elementary School Science; *Enrichment Activities; Inquiry; *Instructional Materials; National Standards; Problem Solving; Science Instruction; *Scientific Methodology
IDENTIFIERS- *National Aeronautics and Space Administration

The National Aeronautics and Space Administration (NASA) has produced a distance learning series of four 60-minute video programs with an accompanying Web site and companion teacher guide. This teacher guide accompanies the second video in the series. The story line of each program involves six ethnically diverse, inquisitive schoolchildren who meet in a treehouse. They seek the solution to a particular problem, and the NASA "Why?" Files series follows them through the steps of their

Commitment"; "Working at a Distance"; "Let George--And the Association--Do It!"; "Testimony--Only the 40-Yard Line"; "Advancing toward the Goal Line"; "In Conclusion--And at the Beginning"; and "Going Deeper: A Bibliography." (BT)

ED 459 089 SO 033 017

Mohamed, Inca A.; Wheeler, Wendy
Broadening the Bounds of Youth Development: Youth as Engaged Citizens.
PUB DATE- 01
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Activism; *Citizen Participation; Citizenship Education; Community Organizations; Elementary Secondary Education; Experiential Learning; *Leadership Training; Social Studies; *Youth; *Youth Programs

This report focuses on leadership development, especially on efforts that promote youth engagement as a youth development strategy. Part 1 is an edited version of the publication, "Youth Leadership for Development: Civic Activism as a Component of Youth Development Programming." It provides an overview of youth development theory, including an examination of positive youth development, and examines the current disconnection between youth development and civic engagement, some of the challenges faced by each field, and potential links between them. It offers recommendations of a "design team" for promoting civic engagement and positive youth development. Much of the information and findings of Part 1 was gathered through research which included telephone interviews and surveys of foundation staffs and youth leaders and through convening and documenting the work of the design team. Part 2 features the reflections of the Ford Foundation Program Officer responsible for this work of how youth development is evolving in an atmosphere of enthusiasm toward youth participation and youth engagement. It explains the process of establishing the Youth Leadership for Development Initiative, a learning network of 16 community-based organizations, representing pluralistic constituencies, in which young people are actively working for change. The report concentrates principally on civic activism, defined as direct action in support of or in opposition to an issue relating to the civil affairs of people at the neighborhood, local, regional, state, national, and global levels. (Contains 27 references.) (BT)

ED 459 090 SO 033 037

Mourik, Maarten
Cultural Pluriformity: Source of Civilization, Source of Conflicts.
PUB DATE- 00
NOTE- 9p.; Address to plenary session of the International Conference "Emerging Democracies, Citizenship and Human Rights Education" (Enschede, Netherlands, June 18-21, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Influences; *Culture Conflict; Educational Needs; Futures (of Society); *Global Approach; Higher Education; Position Papers; Regional Attitudes; War

Empires: The Fight for North America," looks at the clash of empires and the fight for North America during the 18th century. The second article, "When Roman Law Ruled the Western World," examines Roman Law, which helped hold the empire together and is the basis for many modern law codes. The final article, "Puerto Rico: Commonwealth, Statehood, or Independence?" looks at the future of Puerto Rico, a U.S. territory acquired during the Spanish American War. Each article includes questions for class discussion and writing, a further reading list, and classroom activities. (BT)

ED 459 107 SO 033 164

Wilbur and Orville Wright. Curriculum Guide and Activity Booklet.
PUB DATE- 99
NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Aerospace Education; Classroom Techniques; *Curriculum Enrichment; Elementary Secondary Education; *Interdisciplinary Approach; Social Studies
IDENTIFIERS- *Aircraft; Aviation; *Wright Brothers

This learning packet contains information about the Wright Brothers, Wilbur and Orville. The packet highlights certain facts that will help students understand the Wright Brothers' contributions in the field of manned flight in a heavier-than-air machine. It includes poster sheets (artwork) and task cards to be used by students and a booklet to assist the teachers. When used as a visual display, the packet's poster sheets will provide information and motivation as the students complete the task cards. The 20 task cards are study and activities cards. Each card provides information and instructions for completing a related activity. Subjects covered in the task cards include mathematics, science, reading, geography, health, language, speech, spelling, social studies, music, art, values clarification, and careers. The teacher's booklet includes a recommended teaching method and a short text that covers the life of Wilbur and Orville Wright. It contains a materials list, suggestions for evaluating student activities, a test with a test key, an aerospace education achievement award, a student record sheet, and sheets of poster art. (BT)

ED 459 108 SO 033 170

Stevens, Robert L.
Homespun: Teaching Local History in Grades 6-12.
PUB DATE- 01
NOTE- 192p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Standards; Built Environment; Heritage Education; *History Instruction; Instructional Effectiveness; Intermediate Grades; *Local History; Material Culture; Secondary Education; Social History; Social Studies; State History; *Student Research
IDENTIFIERS- Historical Research

In U.S. history classrooms, teachers have discovered that local history offers students richer content, more enjoyable learning

The Human Rights Education Handbook: Effective Practices for Learning, Action, and Change. Human Rights Education Series, Topic Book.
PUB DATE- 00
NOTE- 172p.; With Marcia Bernbaum, Kristi Rudelius-Palmer, and Joel Tolman.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Civil Liberties; Higher Education; *Instructional Effectiveness; Secondary Education; Social Studies
IDENTIFIERS- Social Justice

Conveying the "common language of humanity" is the whole purpose of human rights education. Concerned citizens need to understand and embrace the fundamental principles of human dignity and equality and accept the personal responsibility to defend the rights of all people. This handbook is intended to help people who care about human rights to become effective educators, able to share both their passion and their knowledge. To further human rights education in its many forms, the handbook lays out the basics: why, for whom, what, where, who, and how. It draws on the experience of educators and organizations, illustrating their effective practices and distilling their accumulated insights. The handbook is designed to be used as a ready reference and tool: easy to read, easy to use, easy to photocopy. Each chapter can stand alone. The handbook is divided into the following parts: "Introduction"; "Part 1: An Introduction to Human Rights Education"; "Part 2: The Art of Facilitation"; "Part 3: Essential Components of Human Rights Education"; "Part 4: Methodologies for Human Rights Education"; "Part 5: Planning Presentations for Human Rights Education"; "Part 6: Evaluating Human Rights Programs"; "Part 7: Human Rights Education Resources" (i.e., printed and electronic resources, media resources, organizations engaged in human rights education, Web sites for human rights education); and "Index of Methods, Techniques, and Activities." (BT)

ED 459 129 SO 033 433

Abelmann, Charles; Johanson, Richard; Kohtbantau, Achariya; Moock, Peter; Poshyananda, Tanaporn; Trivisvavet, Supamas
Thailand--Secondary Education for Employment, Volume I: A Policy Note.
PUB DATE- 01
NOTE- 57p.; This study is a collaborative effort of the World Bank and the Royal Thai Government. For Volume II, see SO 033 434.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cultural Context; Developing Nations; Educational Assessment; *Educational Change; *Educational Policy; Educational Research; Foreign Countries; *Labor Force; *Secondary Education; *Skill Development
IDENTIFIERS- Educational Issues; *Thailand

In Thailand, the need for skills in the labor force will become even greater in the next decade as the country's industrial and service companies seek to increase productivity through technological and organizational change. Historically, the limited provision of secondary education was a major bottleneck in skills development in Thailand. Major expansion in the 1990s, however, lifted enrollment rates to about 72% at the lower secondary level by the end of the decade, and 48% at the helped participants gain independence, gain the personal practical knowledge of teaching, and enhance their reflection. (SM)

ED 459 147 SP 040 365

Krisko, Mary Ellen
Teacher Leadership: A Profile To Identify the Potential.
PUB DATE- 01
NOTE- 15p.; Paper presented at the Biennial Convocation of Kappa Delta Pi (43rd, Orlando, FL, November 8-10, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Creativity; Elementary Secondary Education; Humor; Interpersonal Competence; Lifelong Learning; *Teacher Characteristics; Teacher Effectiveness; *Teacher Role
IDENTIFIERS- Flexibility (Attitude); Intrapersonal Skills; Risk Taking; *Teacher Leaders; *Teacher Leadership

This study examined teacher leadership as a step beyond the traditional teacher role, developing a profile of the teacher leader. Formal and informal teacher leaders responded to statements that revealed identifiable descriptors of characteristics or attributes of effective teacher leaders who lead beyond the classroom. These descriptors were examined, organized, and classified into thematic categories. Specific categories supported interpersonal skills and intrapersonal sense of self, as well as habits of mind. The findings revealed eight identifiable attributes of teacher leaders, which comprise the basic components of the teacher leader profile. The teacher leader profile identifies individuals who are creative, efficacious/effective, flexible, and lifelong learners who have a sense of humor, are willing to take responsible risks, and have good intrapersonal sense and strong interpersonal skills. Examination of the patterns identified at each developmental level suggested a gradual maturation of strength in each teacher leader attribute over the years, from the pre-college level through their teacher education and into their teaching years. (Contains 13 references.) (SM)

ED 459 148 SP 040 366

Kelly, Janet; Stetson, Ranae; Stetson, Elton; Powell, Angie; Miller, Etta
Putting Theory into Practice: Reflective Teaching and Implications for Use.
PUB DATE- 00
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Faculty Development; Feedback; *Reflective Teaching; Student Evaluation; Teacher Attitudes; *Teaching Methods

This study explored classroom teachers' roles as reflective decision makers, surveying 260 K-12 teachers about professional development, teaching strategies, textbooks, testing and measurement, and mechanisms they used to distinguish between successful and unsuccessful teaching methods. Results indicate that nearly all of the teachers think about the effectiveness

DESCRIPTORS- Adult Learning; *Career Choice; *College School Cooperation; Diversity (Student); Educational Quality; Elementary Secondary Education; Experiential Learning; Faculty Development; Higher Education; Inquiry; Integrated Activities; Mentors; *Minority Group Teachers; Minority Groups; Partnerships in Education; Poverty; Preservice Teacher Education; *Teacher Certification; Teacher Collaboration; Teacher Improvement; Teacher Recruitment; *Teaching (Occupation); Urban Schools

This document is comprised of three papers by various authors, summarizing three different models of programs that successfully promote teacher quality that were introduced at the National Conference on Teacher Quality in January 2000, hosted by the U.S. Department of Education. The first program described, the Pathways to Teaching Program of Armstrong Atlantic State University, sponsored by the DeWitt Wallace-Reader's Digest, is designed to increase minority teacher recruitment by offering tuition and educational support to school district employees who want to become certified teachers. The second program described, the Urban Teaching Partnership Program, is a university-school district collaborative program in which students have a baccalaureate degree outside of education and pursue teacher certification in an intensive, 1-year, school-based program. The program prepares participants to work in high poverty, diverse, urban contexts while concomitantly preparing experienced teachers as mentors and as site-based teacher educators. The third program discussed ,the North Carolina State Model Clinical Teaching Program and Mentor Education Network, offers a long-term, school-based, collaborative model for teacher professional development. The model is designed around the concept of integrated learning, which uses experiential learning, selective role taking, and inquiry projects to increase the cognitive complexity of adult learners. (Contains 59 references.) (SM)

ED 459 168 SP 040 393

Villegas, Ana Maria; Lucas, Tamara
Educating Culturally Responsive Teachers: A Coherent Approach. SUNY Series, Teacher Preparation and Development.
PUB DATE- 02
NOTE- 237p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Consciousness Raising; *Cultural Awareness; *Cultural Pluralism; *Culturally Relevant Education; *Diversity (Student); Elementary Secondary Education; Higher Education; Multicultural Education; *Preservice Teacher Education; Teacher Attitudes

This book examines what is needed to accomplish the task of staffing U.S. schools with culturally responsive teachers, discussing the specific elements of teacher education programs needed for the country's diverse public schools. The book focuses on the importance of recruiting and preparing a diverse teaching force, proposing a vision for restructuring the teacher education curriculum, reconceiving the pedagogy used to prepare prospective teachers, and transforming the institutional context in order to support the recommended curricular and pedagogical changes. It explains that the mounting an effective and integrated strategy of improvement. Instead, they adopted reform strategies in a slow and piecemeal fashion without the urgency and comprehensiveness that characterized their fast-improving counterparts. Schools were often limited by changes in leadership, weak leadership, a dysfunctional school culture characterized by staff resistance to change, and a slow consensus decision-making process that delayed the adoption of reform strategies. External forces also played a hand in the slow improvement of these schools. These forces included weak district accountability, weak district guidance, and inadequate resources or strategy. Teachers and school leaders identified other barriers to improvement and suggested assistance that would help overcome these barriers. Study findings also show that district- or parent-driven mechanisms for ensuring improved student performance are weak or nonexistent in most cases, and that state-imposed accountability is necessary to create real pressure for some Washington schools to improve. An appendix discusses study methodology. (Contains 23 references.) (SLD)

ED 459 188 TM 033 466

Taggart, Sara
Making Standards Meaningful: High School Reform Efforts in Washington State. Making Standards Work, 2001.
PUB DATE- 01
NOTE- 66p.; "With Mary Beth Celio." Funded by Partnership for Learning through a generous grant from the Stuart Foundation. Some charts contain blurred and illegible print.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Achievement Gains; *Educational Change; Educational Improvement; *High Schools; *Performance Factors; *State Standards
IDENTIFIERS- *Reform Efforts; *Washington

Using data from the 10th grade Washington Assessment of Student Learning, researchers selected 26 high schools across the state of Washington that had made greater gains in school improvement than other schools serving similar populations of students. Interviews were held with the principals of these schools and with 13 comparison schools that had not made such gains. Data also came from five site visits to talk to teachers and students. Findings suggest that the differences between improving and comparison high schools are less stark than the differences discovered at elementary and middle school levels in other studies. Many of the improving and comparison schools went beyond just test preparation to begin to adjust their programs to match the new state standards and tests. All of the schools reviewed their curricula, and nearly all reported that they increased their focus on improving students' reading and writing skills. Some schools began offering after-school support programs. Improving schools were, however, more focused in their approach, more determined to succeed, and more active in engaging students and teachers in making standards work. The majority of improving schools capitalized on new standards and tests to focus adult efforts to improve student learning. Improving schools that did not focus on the state standards and tests, but used them as targets within an existing strategy of improvement made slightly greater gains in achievement than other improving schools. Findings suggest that making the fundamental changes that affect student learning requires new ways of working by teachers, students, principals, parents, and references.) (SLD)

ED 459 208 TM 033 507

Saunders, Nancy G.; Saunders, George A.; Batson, Ted
Assessment and the Adult Learner: Does Authentic Assessment Influence Learning?
PUB DATE- 01
NOTE- 22p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 24-27, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adults; *Graduate Students; Higher Education; *Performance Based Assessment; Portfolio Assessment; Skill Development; *Student Evaluation; Teacher Education; Teachers; *Thinking Skills
The purpose of this study was to determine whether a performance-based assessment system newly implemented in a graduate education (Masters of Education) program was related to the development of adult learners' cognitive skills. This assessment system required that learners develop and maintain a professional teaching portfolio showing evidence of the effective application of course knowledge in their P-12 classroom. Course-specific authentic assessments were included in this system, as well as a limited number of traditional assessment pieces. Participants completed a survey during the final class of each of 8 courses, for a total of 2,567 survey responses grouped into 2 sets from June 1998 through May 1999. There were three primary findings. First, clusters or composites of instructional and curricular strategies tended to function together in relation to participants' perceived growth in cognitive skills. The same four composites were identified in each of the two survey sets. The second finding was that the curricular strategies clustered and, as a composite, strongly correlated with participants' perceived growth in cognitive skills. This strong correlation was also evident in both survey sets. The third finding was that, in both survey sets, assessment practices clustered and tended to function together in relation to participants' perceived skill growth. Although the study's results do not strongly support the use of performance-based assessment, both current educational theory and professional common sense do support its use. The survey is attached. (Contains 40 references.) (SLD)

ED 459 209 TM 033 508

Whitener, Summer D.; Gruber, Kerry J.; Rohr, Carol; Fondelier, Sharon
Teacher Followup Survey, 1994-1995: Data File User's Manual, Public-Use Version. Schools and Staffing Survey.
PUB DATE- 98
NOTE- 365p.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Coding; Data Collection; Elementary Secondary Education; *Followup Studies; National Surveys; *Research

This report provides data on the academic achievement gap that separates low-income and minority students from other students, examining how well different groups of students perform in Colorado and noting inequities in teacher quality, course offerings, and funding. Included are tables and data that provide: a frontier gap analysis (a comparison of Colorado to the leaders in achievement and gap closing); student profile (the demographic distribution of youth in Colorado); state performance (academic achievement and educational attainment); opportunity (well prepared teachers, challenging curricula, special student placements, effective instruction, and annual per pupil investments); minority achievement gains, state by state; and analysis of minority-white achievement gaps by subject area and grade level. African American 8th graders in Colorado out-perform African American students nationwide in science and are among the highest scoring compared to African American students in other states in math and reading. However, African American 8th graders in Colorado are scoring more than 2 years behind white 8th graders in the state in math and writing and more than 3 years behind in reading. Hispanic 8th graders in Colorado score more than 2 years behind white 8th graders in the state in all four areas. There are significant differences in measurable teacher quality and course offerings that may contribute to the achievement gap in Colorado. (Contains 24 references.) (SM)

ED 459 227   UD 034 479

State Summary of Connecticut. Ed Watch Online.
SPONS. AGENCY- Carnegie Corp. of New York, NY.
PUB DATE- 01
NOTE- 27p.; Also supported by the Washington Mutual Foundation. For the other State Summaries, see UD 034 473-523. For the Summary of the Nation, see UD 034 472.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *Black Students; Curriculum; Educational Attainment; Educational Finance; Elementary Secondary Education; Equal Education; *Hispanic American Students; Mathematics Achievement; Minority Group Children; *Poverty; *Racial Differences; Reading Achievement; Science Achievement; Special Needs Students; Tables (Data); Teacher Effectiveness; Teaching Skills; White Students
IDENTIFIERS- African Americans; Connecticut; Latinos; National Assessment of Educational Progress

This report provides data on the academic achievement gap that separates low-income and minority students from other students, examining how well different groups of students perform in Connecticut and noting inequities in teacher quality, course offerings, and funding. Included are tables and data that provide: a frontier gap analysis (a comparison of Connecticut to the leaders in achievement and gap closing); student profile (the demographic distribution of youth in Connecticut); state performance (academic achievement and educational attainment); opportunity (well prepared teachers, challenging curricula, special student placements, effective instruction, and annual per pupil investments); minority achievement gains, state by state; and analysis of minority-white achievement gaps by subject area and grade level. African American 4th graders in Connecticut made second best progress nationwide in reading from 1992 to 1998, and more progress in math from 1992 to 1996 than African American 4th graders in almost any other state. However, African American 8th graders in Connecticut score more

Summary of the Nation, see UD 034 472.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *Black Students; Curriculum; Educational Attainment; Educational Finance; Elementary Secondary Education; Equal Education; *Hispanic American Students; Mathematics Achievement; Minority Group Children; *Poverty; *Racial Differences; Reading Achievement; Science Achievement; Special Needs Students; Tables (Data); Teacher Effectiveness; Teaching Skills; White Students
IDENTIFIERS- African Americans; Latinos; Mississippi; National Assessment of Educational Progress

This report provides data on the academic achievement gap that separates low-income and minority students from other students, examining how well different groups of students perform in Mississippi and noting inequities in teacher quality, course offerings, and funding. Included are tables and data that provide: a frontier gap analysis (a comparison of Mississippi to the leaders in achievement and gap closing); student profile (the demographic distribution of youth in Mississippi); state performance (academic achievement and educational attainment); opportunity (well prepared teachers, challenging curricula, special student placements, effective instruction, and annual per pupil investments); minority achievement gains, state by state; and analysis of minority-white achievement gaps by subject area and grade level. African American 8th graders in Mississippi score about 3 years behind white 8th graders in the state in math and science and over 2 years behind in reading and writing. Hispanic 8th graders in Mississippi score 4 years behind white 8th graders in the state in math, science, and reading and more than 3 years behind in writing. Low-income 8th graders in Mississippi score at least 2 years behind non-poor 8th graders in the state in math, science, reading, and writing. The state's poor/non-poor achievement gap would close for 8th graders in both math and science if poor students in Mississippi scored as well as poor students in North Dakota. (Contains 24 references.) (SM)

ED 459 246 UD 034 498

State Summary of Missouri. Ed Watch Online.
SPONS. AGENCY- Carnegie Corp. of New York, NY.
PUB DATE- 01
NOTE- 27p.; Also supported by the Washington Mutual Foundation. For the other State Summaries, see UD 034 472-523. For the Summary of the Nation, see UD 034 472.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *Black Students; Curriculum; Educational Attainment; Educational Finance; Elementary Secondary Education; Equal Education; *Hispanic American Students; Mathematics Achievement; Minority Group Children; *Poverty; *Racial Differences; Reading Achievement; Science Achievement; Special Needs Students; Tables (Data); Teacher Effectiveness; Teaching Skills; White Students
IDENTIFIERS- African Americans; Latinos; Missouri; National Assessment of Educational Progress

This report provides data on the academic achievement gap that separates low-income and minority students from other students, examining how well different groups of students perform in Missouri and noting inequities in teacher quality, course offerings, and funding. Included are tables and data that

Tennessee scored as well as poor students in North Dakota. (Contains 24 references.) (SM)

ED 459 264 UD 034 516

State Summary of Texas. Ed Watch Online.
SPONS. AGENCY- Carnegie Corp. of New York, NY.
PUB DATE- 01
NOTE- 27p.; Also supported by the Washington Mutual Foundation. For the other State Summaries, see UD 034 472-523. For the Summary of the Nation, see UD 034 472.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *Black Students; Curriculum; Educational Attainment; Educational Finance; Elementary Secondary Education; Equal Education; *Hispanic American Students; Mathematics Achievement; Minority Group Children; *Poverty; *Racial Differences; Reading Achievement; Science Achievement; Special Needs Students; Tables (Data); Teacher Effectiveness; Teaching Skills; White Students
IDENTIFIERS- African Americans; Latinos; National Assessment of Educational Progress; Texas

This report provides data on the academic achievement gap that separates low-income and minority students from other students, examining how well different groups of students perform in Texas and noting inequities in teacher quality, course offerings, and funding. Included are tables and data that provide: a frontier gap analysis (a comparison of Texas to the leaders in achievement and gap closing); student profile (the demographic distribution of youth in Texas); state performance (academic achievement and educational attainment); opportunity (well prepared teachers, challenging curricula, special student placements, effective instruction, and annual per pupil investments); minority achievement gains, state by state; and analysis of minority-white achievement gaps by subject area and grade level. African American 8th graders in Texas out-perform African American 8th graders in all other states in writing. African American 8th graders in Texas also made more progress in math from 1990 to 1996 than African American students in most other states. However, African American 8th graders in Texas still score more than 1 year behind white 8th graders in the state in writing, 3 years behind in math and science, and 2 years behind in reading. Hispanic 8th graders in Texas are the second best performing of all Hispanic 8th graders in the country in reading and writing. Hispanic 4th graders in Texas also made more progress in math and reading during the 1990s than Hispanic 4th graders in most other states. However, Hispanic 8th graders in Texas still score about 2 years behind white 8th graders in the state in reading, writing, and math and 3 years behind in science. Eighth graders from low-income families in Texas score about 2 years behind non-poor 8th graders in the state in reading, writing, and science, and 3 years behind in math. (Contains 24 references.) (SM)

ED 459 265 UD 034 517

State Summary of Utah. Ed Watch Online.
SPONS. AGENCY- Carnegie Corp. of New York, NY.
PUB DATE- 01
NOTE- 27p.; Also supported by the Washington Mutual Foundation. For the other State Summaries, see UD 034 472-523. For the Summary of the Nation, see UD 034 472.
LANGUAGE- English

of TANF, major child welfare programs, and child welfare provisions in the 1986 welfare law. (SM)

ED 459 283 UD 034 582

Murrell, Peter C., Jr.
The Community Teacher: A New Framework for Effective Urban Teaching.
PUB DATE- 01
NOTE- 197p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College School Cooperation; Diversity (Student); Educational Change; Elementary Secondary Education; Higher Education; Inservice Teacher Education; Knowledge Base for Teaching; Partnerships in Education; Performance Based Assessment; *Preservice Teacher Education; *Teacher Competencies; Teacher Evaluation; *Teaching Skills; *Urban Education
IDENTIFIERS- Learning Communities; Teacher Knowledge

This book provides a blueprint for the professional development of urban teachers that fosters new communities of learning, embraces diversity, and prepares teachers through community and collaborative partnerships. It presents a model of a community teacher that embraces the communities where urban youth live. Case studies illustrate the framework in action. The 10 chapters are: (1) "A Crisis of Knowledge-In-Practice in the Age of Teacher Education Reform"; (2) "The Contexts for Improving the Quality of Urban Teaching in Partnership"; (3) "Community Teachers: The New Model of Urban Teacher Preparation"; (4) "The Development of Practice in Community Partnership"; (5) "The Developmental Tasks of Teachers: Developing Accomplished Practice"; (6) "Circles of Practice: The Cultural Context for Improving Teaching"; (7) "Assisting the Performance of Teachers: From Competent Practice to Accomplished Practice"; (8) "Research in Practice: Creating Communities of Inquiry in Diverse Urban Communities"; (9) "Assessing Teacher Performance: Performance-Based Teacher Assessment"; and (10) "Building Institutional Coalitions for Renewal." (Contains 99 references.) (SM)

ED 459 284 UD 034 583

Hicks, Deborah
Reading Lives: Working-Class Children and Literacy Learning. Language and Literacy Series.
SPONS. AGENCY- Spencer Fuundation, Chicago, IL.
PUB DATE- 02
NOTE- 180p.; Foreword by Jane Miller.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *Literacy Education; Primary Education; Prior Learning; *Reading Skills; Social Influences; *Student Experience; *Working Class; Writing Skills

This book describes the classrooms and homes of working class children struggling not only to learn to read but also to deal with the kind of subjectivity that literacy simultaneously holds out to and refuses them. One theme threaded throughout

NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Academically Gifted; Access to Education; *Advanced Placement Programs; American Indians; Black Students; Elementary Secondary Education; *Enrollment Trends; High Risk Students; Hispanic American Students; *Honors Curriculum; *Minority Group Children; Public Schools
IDENTIFIERS- American Indian Students

This report analyzes the under-representation of North Carolina's black, Hispanic American, and Native American students in honors courses, advanced placement (AP) courses, and academically and intellectually gifted (AIG) programs. Data came from the North Carolina Department of Public Instruction's database on all public schools and from surveys that gathered information on elementary and middle level AIG programs and high school advanced curriculum offerings. Site visits were conducted to interview students, parents, teachers, counselors, and principals. Results found a significant, widespread gap between white and minority students in proportional percentages of students enrolled in such programs. Achievement and learning gaps led to lower subsequent identification for AIG programs in early and middle grades, which in turn led to lower enrollments in high school AP and honors courses. Schools generally used multiple strategies for identifying AIG students. Approximately half of the schools allowed self-selection into honors and AP courses and dual enrollment into community college courses. Some schools had better approaches to proportional enrollment in advanced courses for minority students than others. The report makes 20 recommendations (e.g., ensure that all students take Algebra I before entering ninth grade, and systematically seek out high-performing minority students). (Contains 34 references.) (SM)

ED 459 304   UD 034 612

Hartmann, Tracey; Watson, Bernardine H.; Kantorek, Brian
Community Change for Youth Development in Kansas City: A Case Study of How a Traditional Youth-Serving Organization (YMCA) Becomes a Community Builder.
SPONS. AGENCY- Ewing Marion Kauffman Foundation, Kansas City, MO.; Ford Foundation, New York, NY.; Annie E. Casey Foundation, Baltimore, MD.; Department of Health and Human Services, Washington, DC.; Commonwealth Fund, New York, NY.; Mott (C.S.) Foundation, Flint, MI.; Charles Hayden Foundation, New York, NY.; Surdna Foundation, Inc., New York, NY.; Pinkerton Foundation, New York, NY.; Booth Ferris Foundation, New York, NY.
PUB DATE- 01
NOTE- 27p.; Also funded by the Altman Foundation, the Clark Foundation, and the Merck Family Fund.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescent Development; Adolescents; Community Involvement; *Community Programs; Program Development; *Youth Programs
IDENTIFIERS- Missouri (Kansas City); *Young Men. Christian Association

Kansas City, Missouri, is one of six sites in a national demonstration project, Community Change for Youth Development

AUTHOR INDEX

* WORK ORDER#: 1047958 * OPER: LXB * DATE: 04/29/02 * VOL: */AUTIDX01
* RESTART: FICHE 3 3 CKPT: 4 3 4 0 1 0 0 /AUTIDX01

Abbey, Cherie D., Ed.

Biography Today: Profiles of People of Interest to Young Readers. Sports Series.
220p. 3mf. L1 ED 459 122

Abbott, David S.

Evaluating Introductory Physics Classes in Light of the ABET Criteria: An Example from the SCALE-UP Project.
16p. 1mf. L1 ED 459 063

Introduction to SCALE-UP: Student-Centered Activities for Large Enrollment University Physics.
13p. 1mf. L1 ED 459 062

Abelmann, Charles

Thailand--Secondary Education for Employment, Volume I: A Policy Note.
57p. 1mf. L2 ED 459 129

Achilles, C. M.

A District Level Planning Model.
24p. 1mf. L1 ED 458 697

Achren, Lynda

Certificates in English Language Literacies (CELL). Adult Education in the Community.
126p. 2mf. L1 ED 458 835

Ackard, Diann M.

Date Violence and Rape among Adolescents: Associations with Psychological Health.
13p. 1mf. L1 ED 458 466

Adams, Arlene, Ed.

Constructivist Teaching Strategies: Projects in Teacher Education.
232p. 0mf. L3 ED 459 164

Afenyadu, Dela

Learning To Compete: Education, Training & Enterprise in Ghana, Kenya & South Africa. Education Research.
114p. 2mf. L1 ED 458 418

Ahearn, Eileen M.

The Involvement of Lay Advocates in Due Process Hearings. Quick Turn Around (QTA).
9p. 1mf. L1 ED 458 753

Albert, Elizabeth

Our Children's Songs: American Indian Students and the Schools.
8p. 1mf. L1 ED 459 045

Brooks, Greg

Trends in Standards of Literacy in the United Kingdom, 1948-1996.
17p. 1mf. L1 ED 458 604

Brookshire, Cathy A.

Standards of Learning Covered by Study of "Mutsmag" and "Ashpet" Dramatizations.
9p. 1mf. L1 ED 458 661

Brophy-Herb, Holly E., Ed.

Infancy in America: An Encyclopedia. Volumes One and Two. The American Family.
769p. 0mf. L3 ED 459 008

Brown, Jessie C., Ed.

Constructivist Teaching Strategies: Projects in Teacher Education.
232p. 0mf. L3 ED 459 164

Brown, Larry

Applying the Principles of Youth Development to Youth Opportunities Grants, WIA Formula Funded Programs & Community-Based Youth Programs.
14p. 1mf. L2 ED 458 429

Brown, Mac H., Ed.

Early Education and Care, and Reconceptualizing Play. Advances in Early Education and Day Care.
330p. 0mf. L3 ED 458 974

Brown, Nathan C.

Practical Model and Protocol for Interpreting MCMI-III Results to Clients.
10p. 1mf. L1 ED 458 453

Brown, Tasha

Make It and Take It: Computer-Based Resources for Lesson Planning.
43p. 1mf. L1 ED 458 843

Bruening, Thomas H.

Characteristics of Teacher Educators in Career and Technical Education.
81p. 1mf. L1 ED 458 407

Bry, Brenna H.

In Control: Anger Management and the Development of Prosocial Behavior.
14p. 1mf. L1 ED 458 476

Bryan, Clyde

Inside Secrets of Finding a Teaching Job.

12p. 1mf. L1 ED 459 013

Diaz, Criss Jones

Multilingual Literacies in the Primary Classroom: Making the Connections.
10p. 1mf. L1 ED 458 824

Dichter, Harriet

Financing Child Care in the United States: An Expanded Catalog of Current Strategies. 2001 Edition.
194p. 2mf. L1 ED 458 932

Dicker, Sheryl

Improving the Odds for the Healthy Development of Young Children in Foster Care. Promoting the Emotional Well-Being of Children and Families, Policy Paper.
33p. 1mf. L2 ED 459 006

Dickinson, Katherine

Developing Effective Linkages between Job Corps and One-Stop Systems: A Technical Assistance Guide.
68p. 1mf. L1 ED 458 421

Dillon, Jean

Placed and Paid For: Supporting Families through Sponsored Day Care. Studies in Evaluating the Children Act 1989.
139p. 0mf. L3 ED 458 953

Dillon, Ronna F.

Compilation of Eye Movement Research.
15p. 1mf. L1 ED 458 505

Din, Feng S.

The Effects of Blue Ink Print on Students' Memory Retention of Math Terms and Definitions.
17p. 1mf. L1 ED 459 086

Dionisio, Maria de Lourdes

Literacies, Contexts and Practices: Public Devices for Their Definition.
17p. 1mf. L1 ED 458 544

DiPardo, Anne

Teaching in Common: Challenges to Joint Work in Classrooms and Schools. The Series on School Reform.
185p. 0mf. L3 ED 458 626

Dirkx, John M.

The Internship Experience: Linking the University to the Workplace.
20p. 1mf. L2 ED 458 359

Dlamini, Betty

```
* WORK ORDER#:1047958  * OPER:LXB * DATE:04/29/02 * VOL:              */AUTIDX01
* RESTART:FICHE     3    3 CKPT:    4         3     4   0   1   0  0            /AUTIDX01
```

Glossop, Robert

The Ties That Bind: Understanding Today's Families--What They Look Like, What They Do, How They Feel. Perspectives.
38p. 1mf. L2 ED 458 936

Goffee, Rob, Ed.

Career Frontiers: New Conceptions of Working Lives.
290p. 0mf. L3 ED 458 387

Goldberg, Mark

Lessons from Exceptional School Leaders.
147p. 2mf. L2 ED 458 725

Golden, C. J.

An Examination of the Constructs Measured by Parent Behavioral Reports.
9p. 1mf. L1 ED 458 510

Goldstein, Nancy

Zero Indifference: A How-To Guide for Ending Name-Calling in Schools.
16p. 1mf. L1 ED 459 297

Golub, Jeffrey N.

Making Learning Happen: Strategies for an Interactive Classroom.
112p. 0mf. L3 ED 458 588

Gonzalez-Bueno, Manuela

Electronic Mail in Foreign Language Learning Revisited.
25p. 1mf. L1 ED 458 817

Goodman, Christie L., Ed.

IDRA Newsletter, 2001.
155p. 2mf. L1 ED 459 044

Goodman, Joan F.

The Moral Stake in Education: Contested Premises and Practices.
304p. 0mf. L3 ED 459 180

Goodman, Wendy, Ed.

Living (and Teaching) in an Unjust World: New Perspectives on Multicultural Education.
224p. 0mf. L3 ED 459 111

Goodwin, Susan Williams

99 Jumpstarts to Research: Topic Guides for Finding Information on Current Issues.
227p. 0mf. L3 ED 458 882

Gordon, Elysa

Improving the Odds for the Healthy Development of Young Children

AUTHOR INDEX

```
* WORK ORDER#:1047958  * OPER:LXB * DATE:04/29/02 * VOL:              */AUTIDX01
* RESTART:FICHE     3    3 CKPT:     4        3     4   0   1   0  0                 /AUTIDX01
```

Judge, Amy, Comp.

Children in the States, 2001.
131p. 2mf. L2 ED 458 993

Jules, Didacus

A Caribbean Education Strategy.
108p. 2mf. L2 ED 459 121

Juntunen, Cindy L.

Developing American Indian Norms for the Kuder Career Search.
19p. 1mf. L1 ED 458 480

Juvonen, Jaana

School Violence Prevention Testimony. Presented to the California State Assembly Select Committee on School Safety.
13p. 1mf. L2 ED 458 677

Kaczmarek, Peggy

Experiental Teaching Strategies Applied to an Ethics and Professional Issues Course.
7p. 1mf. L1 ED 458 493

Kadlubowski, Michael G.

From the Abacus to the World Wide Web: An Analysis of the Educational Technology Movement and Its Impact upon Adult Literacy in the People's Republic of China.
69p. 1mf. L1 ED 458 872

Kameguchi, Kenji

Developing Psycho-Educational Groups for Japanese High Schools.
35p. 1mf. L1 ED 458 460

Kane, Thomas J.

Improving School Accountability Measures. NBER Working Paper Series.
58p. 1mf. L1 ED 459 189

Kantorek, Brian

Community Change for Youth Development in Kansas City: A Case Study of How a Traditional Youth-Serving Organization (YMCA) Becomes a Community Builder.
27p. 1mf. L1 ED 459 304

Kaplan, Robert B., Ed.

Language Planning in Nepal, Taiwan and Sweden. Multilingual Matters.
207p. 0mf. L3 ED 458 804

Karcz, Stan A., Ed.

Yearbook of Correctional Education, 1998-1999.
235p. 3mf. L1 ED 458 354

Katz, Lynne

```
* WORK ORDER#:1047958  * OPER:LXB * DATE:04/29/02 * VOL:            */AUTIDX01
* RESTART:FICHE     3    3 CKPT:    4         3     4   0   1   0  0             /AUTIDX01
```

More than a Sound a Week.
9p. 1mf. L1 ED 458 609

Lowrie, Tom

Policy Innovations in the VET Sector: The Role of Instructors in a Competency-Based Environment.
12p. 1mf. L1 ED 458 400

Lubben, Fred

In-Service Support for a Technological Approach to Science Education. Education Research. Report.
57p. 1mf. L1 ED 459 061

Lucas, David M.

Our Grandmother of the Shawnee: Messages of a Female Deity.
25p. 1mf. L1 ED 458 615

Lucas, Tamara

Educating Culturally Responsive Teachers: A Coherent Approach. SUNY Series, Teacher Preparation and Development.
237p. 0mf. L3 ED 459 168

Lund, Shelley K.

Fifteen Years Later: An Investigation of the Long-Term Outcomes of Augmentative and Alternative Communication Interventions.
154p. 2mf. L1 ED 458 727

Lund, Svein

Adult Education and Indigenous Peoples in Norway. International Survey on Adult Education for Indigenous Peoples. Country Study: Norway.
103p. 2mf. L1 ED 458 367

Lundberg, Carol

The Effects of Time-Limitations and Peer Relationships on Adult Student Learning: A Causal Model.
16p. 1mf. L1 ED 458 853

Lunenburg, Fred C.

Improving Student Achievement: Some Structural Incompatibilities.
32p. 1mf. L1 ED 458 692

Transformational Leadership, Student Achievement, and School District Financial and Demographic Factors.
36p. 1mf. L1 ED 458 693

Luthra, Rohini

Intimate Partner Violence among Unmarried College Women.
34p. 1mf. L1 ED 458 501

Lyon, G. Reid

Classification of Learning Disabilities: An Evidence-Based Evaluation. Executive Summary.

They Are Our Kids: Significant Findings from a 1998 Latino Dropout Study.
18p. 1mf. L1 ED 459 033

Neuman, Susan B.

Access for All: Closing the Book Gap for Children in Early Education.
101p. 2mf. L1 ED 458 569

Neumark-Sztainer, Dianne

Date Violence and Rape among Adolescents: Associations with Psychological Health.
13p. 1mf. L1 ED 458 466

Nevalainen, Raimo, Ed.

Consensus or Compromise? Making the School-Based Curricula in Lower-Level Comprehensive Schools in Finland. Research Report .
101p. 2mf. L2 ED 459 030

Nevarez, Carlos

Mexican Americans and Other Latinos in Postsecondary Education: Institutional Influences. ERIC Digest.
4p. 1mf. L1 ED 459 038

Newman, Isadore

Testing Non-Nil Null Hypotheses with t Tests of Group Means: A Monte Carlo Study.
29p. 1mf. L1 ED 459 202

Newton, Doug

Ways forward with ICT: Effective Pedagogy Using Information and Communications Technology for Literacy and Numeracy in Primary Schools.
129p. 2mf. L1 ED 458 652

Newton, Lynne

Ways forward with ICT: Effective Pedagogy Using Information and Communications Technology for Literacy and Numeracy in Primary Schools.
129p. 2mf. L1 ED 458 652

Nichols, Stephen G.

The Evidence in Hand: Report of the Task Force on the Artifact in Library Collections. Optimizing Collections and Services for Scholarly Use.
125p. 2mf. L1 ED 458 887

Nicholson, Sheila A.

Building Reading Proficiency at the Secondary Level: A Guide to Resources. Introduction.
150p. 2mf. L1 ED 458 562

Nicklas, Michael

* WORK ORDER#:1047958 * OPER:LXB * DATE:04/29/02 * VOL: */AUTIDX01
* RESTART:FICHE 3 3 CKPT: 4 3 4 0 1 0 0 /AUTIDX01

Reiman, Alan

In Pursuit of Teacher Quality: Three Models of Success.
27p. 1mf. L1 ED 459 167

Reinier, Jacqueline S., Ed.

Boyhood in America: An Encyclopedia. Volumes 1 and 2. The American Family.
845p. 0mf. L3 ED 459 113

Rentner, Diane Stark

Higher Learning=Higher Earnings: What You Need To Know about College and Careers.
17p. 1mf. L1 ED 458 440

Reusch, Dianna Lynn

The Nature and Characteristics of Post-Baccalaureate Reverse Transfer Students and Their Utilization of Career Guidance.
132p. 2mf. L1 ED 458 930

Rhodes, Heidi

Educational Applications of Vision Therapy: A Pilot Study on Children with Autism.
21p. 1mf. L1 ED 458 766

Riccio, James

Promoting Employment in Public Housing Communities: Learning from the Jobs-Plus Demonstration. Policy Brief.
8p. 1mf. L1 ED 458 390

Richards, Jayleen

California Report Card, 2001: Factors for School Success.
46p. 1mf. L1 ED 458 970

Richardson, Cathy

Adult Education and Indigenous Peoples in Canada. International Survey on Adult Education for Indigenous Peoples. Country Study: Canada.
88p. 1mf. L1 ED 458 366

Riggs, Elisabeth

Development of a Computer-Based College Algebra Course.
14p. 1mf. L1 ED 459 078

Riggs, Ernestine G.

What We Know About: Helping Middle and High School Readers--Teaching and Learning Strategies across the Curriculum.
80p. 0mf. L3 ED 458 550

Righeimer, Jennie M.

Report of the Regional Literacy Network Annual Meeting (1st, Chicago, Illinois, April 24, 2001).
43p. 1mf. L1 ED 458 567

10p. 1mf. L1 ED 458 453

Statham, June

Placed and Paid For: Supporting Families through Sponsored Day Care. Studies in Evaluating the Children Act 1989.
139p. 0mf. L3 ED 458 953

Stecher, Brian

School and Classroom Practices during Two Years of Education Reform in Washington State. CSE Technical Report.
43p. 1mf. L1 ED 459 194

Stein, Sondra

Results That Matter: An Approach to Program Quality Using Equipped for the Future.
36p. 1mf. L1 ED 458 397

Stephen, Jennifer

Access Diminished: A Report on Women's Training and Employment Services in Ontario.
35p. 1mf. L1 ED 458 394

Choosing Training?
38p. 1mf. L1 ED 458 395

Stephens, E. Robert

Milestones in Rural Education, 1950-2000. A SERVE Special Report.
10p. 1mf. L1 ED 459 057

Stephenson, Jack R., Ed.

Missouri Journal of Research in Music Education, 1977-1981.
554p. 6mf. L1 ED 459 094

Missouri Journal of Research in Music Education, 1982-1988.
650p. 7mf. L1 ED 459 095

Stern, Joyce

Milestones in Rural Education, 1950-2000. A SERVE Special Report.
10p. 1mf. L1 ED 459 057

Stetson, Elton

Putting Theory into Practice: Reflective Teaching and Implications for Use.
10p. 1mf. L2 ED 459 148

Stetson, Ranae

Putting Theory into Practice: Reflective Teaching and Implications for Use.
10p. 1mf. L2 ED 459 148

Stevens, Robert L.

Homespun: Teaching Local History in Grades 6-12.
192p. 0mf. L3 ED 459 108

```
* WORK ORDER#:1047958  * OPER:LXB * DATE:04/29/02 * VOL:              */AUTIDX01
* RESTART:FICHE     3    3 CKPT:    4         3     4   0    1    0  0          /AUTIDX01
```

19p. 1mf. L1 ED 459 134

Wheeler, Wendy

Broadening the Bounds of Youth Development: Youth as Engaged Citizens.
24p. 1mf. L1 ED 459 089

White, Jacci

Online Testing: The Dog Sat on My Keyboard.
6p. 1mf. L2 ED 459 083

White, Jennifer L.

Assessing One and All: Educational Accountability for Students with Disabilities.
197p. 3mf. L1 ED 458 746

White, Peter

Development of a Computer-Based College Algebra Course.
14p. 1mf. L1 ED 459 078

Whited, Lana

"Based on a True-Story": Using "The Ballad of Frankie Silver" To Teach the Conventions of Narrative.
11p. 1mf. L1 ED 458 620

Whitener, Summer D.

Teacher Followup Survey, 1994-1995: Data File User's Manual, Public-Use Version. Schools and Staffing Survey.
365p. 4mf. L1 ED 459 209

Whitley, Peggy

99 Jumpstarts to Research: Topic Guides for Finding Information on Current Issues.
227p. 0mf. L3 ED 458 882

Whittaker, Denise

Evaluating the Use of Student and Parent GEAR UP Survey Summaries in a Rural, Nine-County Region.
19p. 1mf. L1 ED 459 041

Whittlesey, Valerie

Classroom Activities To Enhance Student Learning about Diversity Issues.
9p. 1mf. L1 ED 458 456

Widerquist, Karl

Building Aid Shortchanges the Big Cities: The Distribution of Building Aid to New York State School Districts, 1992-1999.
14p. 1mf. L1 ED 458 788

Wiegand, Patrick

The Effectiveness of Teacher Resource Centre Strategy. Full Report. Education Research.

Albrecht, Kay

Innovations: Infant and Toddler Development.
393p. 5mf. L2 ED 458 979

Innovations: The Comprehensive Infant & Toddler Curriculum. Trainer's Guide.
238p. 3mf. L2 ED 458 980

Innovations: The Comprehensive Infant Curriculum. A Self-Directed Teacher's Guide.
132p. 2mf. L2 ED 458 981

Innovations: The Comprehensive Toddler Curriculum. A Self-Directed Teacher's Guide.
133p. 2mf. L2 ED 458 982

Algozzine, Bob

Addressing the Issue of Disproportionate Representation: Identification and Assessment of Culturally Diverse Students with Emotional or Behavioral Disorders. Fourth CCBD Mini-Library Series: Addressing the Diverse Needs of Children and Youth with Emotional/Behavioral Disorders--Programs that Work.
74p. 1mf. L2 ED 458 779

Allain, Rhett J.

Evaluating Introductory Physics Classes in Light of the ABET Criteria: An Example from the SCALE-UP Project.
16p. 1mf. L1 ED 459 063

Introduction to SCALE-UP: Student-Centered Activities for Large Enrollment University Physics.
13p. 1mf. L1 ED 459 062

Allen, Ann

The Internship Experience: Linking the University to the Workplace.
20p. 1mf. L2 ED 458 359

Allen, Camille A.

The Multigenre Research Paper: Voice, Passion, and Discovery in Grades 4-6.
150p. 0mf. L3 ED 458 575

Allen, Mary Beth

Guided Comprehension: A Teaching Model for Grades 3-8.
310p. 4mf. L1 ED 458 563

Allen, MaryLee

Healthy Ties: Ensuring Health Coverage for Children Raised by Grandparents and Other Relatives. A Look at Medicaid and CHIP Enrollment in the States.
134p. 2mf. L2 ED 458 933

Allender, Jerome S.

Teacher Self: The Practice of Humanistic Education.
168p. 0mf. L3 ED 459 179

200p. 0mf. L3 ED 459 142

Buechler, Mark

Updated Catalog of School Reform Models. Program Report.
263p. 3mf. L1 ED 458 703

Bugay, David Paul

The Five Week Class of the University of Phoenix Corporate Model Can Be Utilized by Community Colleges.
270p. 3mf. L1 ED 458 898

Bunz, Ulla

The Website Assignment as a Valuable Exercise--Beyond Establishing Presence to Creating Significance.
20p. 1mf. L1 ED 458 659

Bunz, Ulla K.

The Computer-Email-Web (CEW) Fluency Scale--Development and Validation.
31p. 1mf. L1 ED 458 657

"I Don't Think They Even Exist!" Teaching CMC through CMC: Experiences from a Cross-University Computer-Mediated Communication Class.
23p. 1mf. L1 ED 458 660

"Theoretically, That's How You Do It...": Using Narratives When Computers Let You Down in the Technology Classroom.
17p. 1mf. L1 ED 458 658

Usability and Gratifications--Towards a Website Analysis Model.
27p. 1mf. L1 ED 458 656

Burkam, David T.

Dropping out of High School: The Role of School Organization and Structure.
44p. 1mf. L1 ED 458 694

Burke, Jim

Illuminating Texts: How To Teach Students To Read the World.
210p. 0mf. L3 ED 458 529

Burkholder, Susan

Interim Alternative Educational Settings for Children with Disabilities.
60p. 1mf. L1 ED 458 747

Burns, Bonnie

Guided Reading: A How-To for All Grades. K-12.
179p. 2mf. L2 ED 458 524

Burns, Patti

Emphasis Placed on Current Assessment Procedures Affects the Way Teachers Teach.
43p. 1mf. L1 ED 458 632

In-Service Support for a Technological Approach to Science Education. Education Research. Report.
57p. 1mf. L1 ED 459 061

Doets, Cees

A Life Long of Learning: Elements for a Policy Agenda. The Six Key Messages of the European Memorandum in a Dutch Perspective.
131p. 2mf. L1 ED 458 435

Doherty, Gillian

Targeting Early Childhood Care and Education: Myths and Realities. Occasional Paper.
153p. 2mf. L1 ED 459 002

Doig, Brian

Summing Up: Australian Numeracy Performances, Practices, Programs and Possibilities.
42p. 1mf. L2 ED 459 058

Dominguez-Arms, Amy

California Report Card, 2001: Factors for School Success.
46p. 1mf. L1 ED 458 970

Donahue, David M.

Lesbian, Gay, Bisexual, and Transgender Rights: A Human Rights Perspective. Human Rights Education Series, Topic Book.
119p. 2mf. L2 ED 459 127

Donahue, Michael J.

Religious Orientation and Development amongst Adventist Youth.
10p. 1mf. L1 ED 458 508

Dottin, Erskine S.

The Development of a Conceptual Framework: The Stimulation for Coherence and Continuous Improvement in Teacher Education.
104p. 0mf. L3 ED 459 141

Dowling, Marion

Young Children's Personal, Social and Emotional Development.
192p. 0mf. L3 ED 458 949

Doyle, Mary Beth

The Paraprofessional's Guide to the Inclusive Classroom: Working as a Team. Second Edition.
160p. 0mf. L3 ED 459 165

Droege, Cleo

Designing Personalized Learning for Every Student.
146p. 2mf. L2 ED 458 718

Dronkers, J.

More Parental Choice in Europe? Overview of Effectiveness Differences between Religious Schools and Public Schools in

in Foster Care. Promoting the Emotional Well-Being of Children and Families, Policy Paper.
33p. 1mf. L2 ED 459 006

Gordon, Richard K.

Collaboration for Educational Change.
14p. 1mf. L1 ED 458 674

Gorsuch, Richard L.

Prejudice or Preference? Attitudes of Gay and Lesbian Christians.
20p. 1mf. L1 ED 458 496

Goss, Gail

Teaching with Cats: Integration of Children's Interests and Literature To Enhance Reading Comprehension.
12p. 1mf. L1 ED 458 530

Gotoda, Hironobu, Ed.

Proceedings of the International Conference on Dublin Core and Metadata Applications, 2001 and Presentation Materials (9th, Tokyo, Japan, October 24-26, 2001).
433p. 0mf. L3 ED 458 883

Grant, Debbie

Assistive Technology Solutions for IEP Teams.
332p. 0mf. L3 ED 458 769

Grant, Sharon H.

The Challenges of Gangs and Youth Violence in the Schools. Fourth CCBD Mini-Library Series: Addressing the Diverse Needs of Children and Youth with Emotional/Behavioral Disorders--Programs That Work.
54p. 1mf. L2 ED 458 773

Gray, Jacqueline S.

Developing American Indian Norms for the Kuder Career Search.
19p. 1mf. L1 ED 458 480

Greco, Albert N.

Access for All: Closing the Book Gap for Children in Early Education.
101p. 2mf. L1 ED 458 569

Greenblatt, Anne

Integrating Psychology and Spirituality during Career Exploration.
7p. 1mf. L1 ED 458 489

Greenblatt, Paul

Integrating Psychology and Spirituality during Career Exploration.
7p. 1mf. L1 ED 458 489

Gregg, Soleil

Family Functioning: Understanding Families and Helping Them Cope. Grow to 5 Module L.

121p. 2mf. L1 ED 458 743

Kauffman, Erin

Reasons for and Solutions to Lack of Parent Involvement of Parents of Second Language Learners.

17p. 1mf. L1 ED 458 956

Kavale, Kenneth A.

Discrepancy Models in the Identification of Learning Disability. Executive Summary.

9p. 1mf. L1 ED 458 758

Kea, Cathy D.

Culturally and Linguistically Diverse Students with Behavioral Disorders. Fourth CCBD Mini-Library Series: Addressing the Diverse Needs of Children and Youth with Emotional/Behavioral Disorders--Programs That Work.

80p. 1mf. L2 ED 458 778

Kearney, Rose

Advancing Your Career: Concepts of Professional Nursing. Second Edition.

498p. 0mf. L3 ED 458 402

Keating, Kevina

Pioneer Mentoring in Teacher Preparation: From the Voices of Women Religious.

195p. 0mf. L3 ED 459 178

Keller, Michael

College Performance of New Maryland High School Graduates: Student Outcome and Achievement Report.

51p. 1mf. L1 ED 458 857

Kellner, Millicent H.

In Control: Anger Management and the Development of Prosocial Behavior.

14p. 1mf. L1 ED 458 476

Kelly, Janet

Putting Theory into Practice: Reflective Teaching and Implications for Use.

10p. 1mf. L2 ED 459 148

Kemp, Paul F.

Aristotle in the Classroom: A Rhetorical Bridge between Literature and Composition.

10p. 1mf. L1 ED 458 624

Kendrick, Curtis L., Ed.

Library Off-Site Shelving: Guide for High-Density Facilities.

9p. 1mf. L1 ED 458 762

Lyons, Carol A.

Systems for Change in Literacy Education: A Guide to Professional Development.
262p. 0mf. L3 ED 458 576

Lyons, John B.

Do School Facilities Really Impact a Child's Education? IssueTrak: A CEFPI Brief on Educational Facility Issues.
7p. 1mf. L1 ED 458 791

Lysy, Daria C.

Maine Reading Recovery R : State Report & Evaluation, 1998-2000.
45p. 1mf. L1 ED 458 522

Lythe, Cathy

Competent Children at 10: Families, Early Education, and Schools.
306p. 4mf. L2 ED 458 957

Mabbott, Ann

An Alternative Model for Novice-Level Elementary ESL Education.
28p. 1mf. L1 ED 458 807

Macintyre, Christine

Dyspraxia 5-11: A Practical Guide.
136p. 0mf. L3 ED 458 781

MacMillan, Donald L.

Learning Disabilities as Operationally Defined by Schools. Executive Summary.
10p. 1mf. L1 ED 458 759

Maddalena, Sean Romano

An Investigation into How Corpus Analysis May Be Used in the Second Language Classroom To Solve Some of the Problems Surrounding Non-Native Speakers' Understanding of Seemingly Synonymous Words.
17p. 1mf. L1 ED 458 795

Madden, Nancy A.

Success for All and Comprehensive School Reform: Evidence-Based Policies for Urban Education.
41p. 1mf. L1 ED 459 301

Maden, Jennifer

Developing and Implementing Authentic Oral Assessment Instruments.
16p. 1mf. L1 ED 458 803

Magnuson, Paul, Ed.

LEP Parent Involvement Project: A Guide for Connecting Immigrant Parents and Schools.

Energy Performance of Daylit Schools in North Carolina.
8p. 1mf. L1 ED 458 784

Nicklas, Michael H.

Analysis of the Performance of Students in Daylit Schools.
6p. 1mf. L1 ED 458 782

Nikki, Maija-Liisa, Ed.

Consensus or Compromise? Making the School-Based Curricula in Lower-Level Comprehensive Schools in Finland. Research Report .
101p. 2mf. L2 ED 459 030

Niles, Spencer G.

Achieving Life Balance: Myths, Realities, and Developmental Perspectives. Information Series.
46p. 1mf. L1 ED 458 420

Nilsen, Sigurd R.

Veterans' Employment and Training Service: Flexibility and Accountability Needed To Improve Service to Veterans. Report to the Chairman, Subcommittee on Oversight and Investigations, Committee on Veterans' Affairs, House of Representatives.
40p. 1mf. L1 ED 458 399

Nitecki, Danuta A., Ed.

Library Off-Site Shelving: Guide for High-Density Facilities.
241p. 0mf. L3 ED 458 877

Noormohamed, Zahra

Teacher Learning, Informal and Formal: Results of a Canadian Teachers' Federation Survey. NALL Working Paper.
26p. 1mf. L1 ED 459 169

Norford, Jennifer S.

A Handbook for Classroom Instruction That Works.
395p. 5mf. L2 ED 459 151

Ntiri, Daphne W., Ed.

Adult Education & Social Change. Models for Adult and Lifelong Learning.
130p. 2mf. L1 ED 458 410

Pedagogy for Adult Learners: Methods and Strategies. Models for Adult and Lifelong Learning.
162p. 2mf. L1 ED 458 411

Politicization and Democratization of Adult Education. Models for Adult and Lifelong Learning.
122p. 2mf. L1 ED 458 412

Null, Elizabeth Higgins

Rural Schools on the Prairie Turn to Land for Learning and Inspiration. Rural Trust Featured Project.
13p. 1mf. L1 ED 459 055

Ritchey, P. Neal

Children's Attitudes toward Race and Gender.
17p. 1mf. L1 ED 458 469

Roberson, Thelma J.

Integrating Four Courses into a 12 Credit Hour Block of Instruction in an On-Line Format as Part of a Master's Program in Educational Administration.
33p. 1mf. L1 ED 458 864

Roberts, Dianne

Acting Globally by Thinking Locally--A Postcolonial Partnership.
16p. 1mf. L1 ED 459 028

Early Childhood Education as a Contact Zone--Emergent Indigenous Leadership in Australia and Canada.
6p. 1mf. L1 ED 459 026

Successful Early Childhood Indigenous Leadership.
8p. 1mf. L1 ED 459 027

Robins, Philip K., Ed.

Reemployment Bonuses in the Unemployment Insurance System: Evidence from Three Field Experiments.
304p. 4mf. L2 ED 458 385

Robinson, Charles R., Ed.

Missouri Journal of Research in Music Education, 1995-2000.
421p. 5mf. L1 ED 459 097

Robinson, Richard D.

Classics in Literacy Education: Historical Perspectives for Today's Teachers.
147p. 2mf. L1 ED 458 568

Rocklin, Fern L.

Serving the Unserved and Underserved: Western Iowa Tech Community College--The First Thirty-Three Years, 1966-1999.
126p. 2mf. L1 ED 458 927

Rocklin, Joanne

Inside the Mind of a Child: Selecting Literature Appropriate to the Developmental Age of Children.
17p. 1mf. L1 ED 458 602

Roder, Anne

Gearing Up: An Interim Report on the Sectoral Employment Initiative.
36p. 1mf. L1 ED 458 396

Roe, Myrne

From Welfare to Work: Who Should We Help and How? An Issue Book for National Issues Forums.
33p. 1mf. L1 ED 459 125

Stillman, Joseph

Gearing Up: An Interim Report on the Sectoral Employment Initiative.

36p. 1mf. L1 ED 458 396

Stockdale, Margaret

Japanese International Students' Attitudes toward Acquaintance Rape.

19p. 1mf. L1 ED 458 512

Stockmal, Verna

Language Experience and the Representation of Phonology in an Unknown Language.

18p. 1mf. L1 ED 458 823

Stonestreet, Ruth H.

Manifestations, Treatment Implications and Speech-Language Consideration in Gorlin Syndrome: A Case Study.

10p. 1mf. L1 ED 458 748

Stoney, Louise

Financing Child Care in the United States: An Expanded Catalog of Current Strategies. 2001 Edition.

194p. 2mf. L1 ED 458 932

Stout, Jane

Ways forward with ICT: Effective Pedagogy Using Information and Communications Technology for Literacy and Numeracy in Primary Schools.

129p. 2mf. L1 ED 458 652

Stratton, Richard W.

UA Key Student Outcomes Indicators: A Comparative Analysis of Alumni Survey Responses by Survey Year Cohort & College, 1997-2000.

181p. 2mf. L1 ED 459 203

Strauss, Linda C.

Predictors of Student Commitment at Two-Year and Four-Year Institutions.

19p. 1mf. L1 ED 458 854

Strickland, Dorothy S.

Supporting Struggling Readers and Writers: Strategies for Classroom Intervention 3-6.

264p. 0mf. L3 ED 458 548

Strickland, Jessie S.

Who's in Charge around Here?

13p. 1mf. L1 ED 458 712

Stroud, Scott R.

Critical Theory & Textual Arguments: Expanding Habermas's

259p. 3mf. L1 ED 459 149

Wilder, Lynn K., Ed.

Integrating Technology in Program Development for Children and Youth with Emotional or Behavioral Disorders. Fourth CCBD Mini-Library Series: Addressing the Diverse Needs of Children and Youth with Emotional/Behavioral Disorders--Programs That Work.
74p. 1mf. L2 ED 458 776

Integrating Technology in Program Development for Children/Youth with E/BD.
53p. 1mf. L1 ED 458 738

Wilderson, Frank B., Jr., Ed.

Yearbook of Correctional Education, 1998-1999.
235p. 3mf. L1 ED 458 354

Williams, Doris Terry

In Pursuit of Teacher Quality: Three Models of Success.
27p. 1mf. L1 ED 459 167

Williams, Janet

Designing Personalized Learning for Every Student.
146p. 2mf. L2 ED 458 718

Williamson, John

Ways forward with ICT: Effective Pedagogy Using Information and Communications Technology for Literacy and Numeracy in Primary Schools.
129p. 2mf. L1 ED 458 652

Wilson, Margaret

Predicting Student Retention and Academic Achievement in Western United States Associate Degree in Nursing Programs.
201p. 3mf. L1 ED 458 911

Wilson, Vicki A.

Increasing and Decreasing Anxiety: A Study of Doctoral Students in Education Research Courses.
18p. 1mf. L1 ED 459 214

Wiltse, Eric M.

The Effects of Motivation and Anxiety on Students' Use of Instructor Comments.
26p. 1mf. L1 ED 458 630

Wise, Barbara W.

Judgments in Identifying and Teaching Children with Language-Based Reading Difficulties. Executive Summary.
10p. 1mf. L1 ED 458 761

Wong, Chun K.

What We Know after a Decade of Hong Kong Extensive Reading Scheme.

Allensworth, Elaine

Calculating a Cohort Dropout Rate for the Chicago Public Schools: A Technical Research Report.
25p. 1mf. L1 ED 459 287

Allyn, Debra

Evaluating Student Reflections.
21p. 1mf. L1 ED 459 174

Amaro, Ana Carla

Storytelling, Technology and Children's Literacy Development.
17p. 1mf. L1 ED 458 600

Amir, Marianne

Vulnerability to Post-Traumatic Stress Disorder among Battered Women in Israel.
8p. 1mf. L1 ED 458 481

Anderson, Patrick L.

Failing Schools in Michigan: The Surprising Scale.
40p. 1mf. L1 ED 459 201

Andrews, Alice E.

Manifestations, Treatment Implications and Speech-Language Consideration in Gorlin Syndrome: A Case Study.
10p. 1mf. L1 ED 458 748

Andrews, Sharon Vincz

Character Education Literacy Kits: Supporting the Home/School Connection.
7p. 1mf. L1 ED 458 638

Evaluation of Website: www.doe.state.in.us/charactered for Indiana Clearinghouse for Citizenship and Character Education.
13p. 1mf. L1 ED 458 637

Andris, James F.

The Impact of Quantum Theoretical Models of Consciousness on the Study of Education.
22p. 1mf. L1 ED 459 104

Anning, Angela

The Co-Construction by Early Years Care and Education Practitioners of Literacy and Mathematics Curricula for Young Children.
20p. 1mf. L2 ED 458 610

Appleman, Deborah

Critical Encounters in High School English: Teaching Literary Theory to Adolescents. Language and Literacy Series.
216p. 0mf. L3 ED 458 579

Armbruster, Bonnie B.

Burt, Miriam

Beginning To Work with Adult English Language Learners: Some Considerations. ERIC Q & A.
6p. 1mf. L1 ED 458 837

Bus, Adriana G.

Conceptualizations Underlying Emergent Readers' Story Writing. CIERA Report.
22p. 1mf. L1 ED 458 616

Byers, Al

Interaction: The Key to Successful Distance Learning.
9p. 1mf. L1 ED 458 870

Byers, Albert S.

Expert Review at a Distance: A Hybrid Approach.
18p. 1mf. L1 ED 458 869

Byrne, Ali

State of the World's Newborns: A Report from Saving Newborn Lives.
59p. 1mf. L1 ED 458 972

Byron, Isabel, Ed.

Capacity-Building for Curriculum Specialists in East and South-East Asia. Final Report of the Training Seminar (Bangkok, Thailand, December 12-16, 2000).
51p. 1mf. L1 ED 458 720

Caffrey, Lee

Barriers to Equal Education for Aboriginal Learners: A Review of the Literature. A BC Human Rights Commission Report.
72p. 1mf. L1 ED 459 020

Cahill, Alita

I Want To Know...? Learning about Science.
25p. 1mf. L2 ED 458 983

Cahn, Claude

Campland: Racial Segregation of Roma in Italy. Country Reports Series.
115p. 2mf. L1 ED 459 274

A Special Remedy: Roma and Schools for the Mentally Handicapped in the Czech Republic. Country Reports Series.
139p. 2mf. L1 ED 459 273

State of Impunity: Human Rights Abuse of Roma in Romania. Country Reports Series.
156p. 2mf. L1 ED 459 305

Cahn, Claude, Ed.

Rights of the Child.

Several European Societies.
22p. 1mf. L1 ED 458 709

Ducharme, Sophie Ariane

UA Key Student Outcomes Indicators: A Comparative Analysis of Alumni Survey Responses by Survey Year Cohort & College, 1997-2000.
181p. 2mf. L1 ED 459 203

Duffy, Francis M., Ed.

Creating Successful School Systems: Voices from the University, the Field, and the Community.
300p. 0mf. L3 ED 458 707

Duke, Karen

An Alternative Model for Novice-Level Elementary ESL Education.
28p. 1mf. L1 ED 458 807

Duncan, JoAnn Hines

In Pursuit of Teacher Quality: Three Models of Success.
27p. 1mf. L1 ED 459 167

Durand, V. Mark

Autism Program Quality Indicators: A Self-Review and Quality Improvement Guide for Schools and Programs Serving Students with Autism Spectrum Disorders.
16p. 1mf. L1 ED 458 767

Durham, Becky

Surviving or Thriving?
7p. 1mf. L1 ED 458 488

Dykeman, Cass

A Taxonomy of Career Development Interventions That Occur in U.S. Secondary Schools.
39p. 1mf. L1 ED 458 408

Easton, John Q.

Calculating a Cohort Dropout Rate for the Chicago Public Schools: A Technical Research Report.
25p. 1mf. L1 ED 459 287

Ediger, Marlow

Assessing For Profit Schools.
10p. 1mf. L1 ED 458 675

Assessing Methods of Teaching in the Elementary School.
9p. 1mf. L1 ED 458 589

Developing a Reading Community.
8p. 1mf. L1 ED 458 521

The Feeling Dimension in Reading.
10p. 1mf. L1 ED 458 523

School-Community Connections: A Literature Review.
63p. 1mf. L1 ED 459 047

Gregorio, Lucille C., Ed.

Capacity-Building for Curriculum Specialists in East and South-East Asia. Final Report of the Training Seminar (Bangkok, Thailand, December 12-16, 2000).
51p. 1mf. L1 ED 458 720

Gregory, Tom

Breaking Up Large High Schools: Five Common (and Understandable) Errors of Execution. ERIC Digest.
4p. 1mf. L1 ED 459 049

Greiman, Bradley C.

Assessing Research Capacity in Agricultural Education: A Case Study of NCA-24 Institutions.
14p. 1mf. L1 ED 458 862

Assessing Research Capacity in Agricultural Education: A Summary of Twelve Land Grant Program Administrators.
14p. 1mf. L1 ED 458 861

Gresham, Frank

Responsiveness to Intervention: An Alternative Approach to the Identification of Learning Disabilities. Executive Summary.
9p. 1mf. L1 ED 458 755

Griffee, Dale T.

Questionnaire Translation and Questionnaire Validation: Are They the Same?
10p. 1mf. L1 ED 458 800

Grote, Mae Watson

Deepening Disparity: Income Equality in New York City.
9p. 1mf. L1 ED 459 306

Gruber, Helmut

Young Economists and Lawyers Learn How To Write an Academic Text.
12p. 1mf. L1 ED 458 594

Gruber, Kerry J.

Teacher Followup Survey, 1994-1995: Data File User's Manual, Public-Use Version. Schools and Staffing Survey.
365p. 4mf. L1 ED 459 209

Guojonsdottir, Hafdis

Designing Personalized Learning for Every Student.
146p. 2mf. L2 ED 458 718

Guthrie, James W.

March toward Excellence: School Success and Minority Student Achievement in Department of Defense Schools. A Report to the

241p. 0mf. L3 ED 458 877

Kerper, Richard M., Ed.

The Best in Children's Nonfiction: Reading, Writing, & Teaching Orbis Pictus Award Books.
175p. 2mf. L1 ED 458 591

Keyes, Marian C.

School-Community Connections: A Literature Review.
63p. 1mf. L1 ED 459 047

Khatete, David

The Effectiveness of Teacher Resource Centre Strategy. Full Report. Education Research.
259p. 3mf. L1 ED 459 149

Kielbaso, Gloria

The Internship Experience: Linking the University to the Workplace.
20p. 1mf. L2 ED 458 359

Kim, Anne

Transitional Jobs: A Bridge into the Workforce for Hard-To-Employ Welfare Recipients. Policy Brief.
12p. 1mf. L1 ED 458 401

Kim, Youngsang

Advanced Studies in EFL Teaching.
31p. 1mf. L1 ED 458 794

Kimmins, Dovie

Using Technology as a Tool in Abstract Algebra and Calculus: The MTSU Experience.
6p. 1mf. L1 ED 459 081

Kimonen, Eija, Ed.

Consensus or Compromise? Making the School-Based Curricula in Lower-Level Comprehensive Schools in Finland. Research Report .
101p. 2mf. L2 ED 459 030

King, Elisabeth

Gearing Up: An Interim Report on the Sectoral Employment Initiative.
36p. 1mf. L1 ED 458 396

King, Kenneth

Learning To Compete: Education, Training & Enterprise in Ghana, Kenya & South Africa. Education Research.
114p. 2mf. L1 ED 458 418

Kirkman, Chris, Ed.

Staying Innovative and Change-Focused in the New Economy. A Collection of Special Papers Generated for the 2001

183p. 2mf. L1 ED 458 831

Magyar, T. Michelle

Influence of Achievement Beliefs on Adolescent Girls' Sport Confidence Sources.
25p. 1mf. L1 ED 458 478

Malhotra, Sumit

Washington Kids Count County and City Profiles of Child and Family Well-Being: 2001 Statewide Summaries.
172p. 2mf. L2 ED 459 003

Malick, Amy

Organizing Community-Wide Dialogue for Action and Change: A Step-by-Step Guide.
162p. 2mf. L1 ED 458 384

Malm, Karin

Running To Keep in Place: The Continuing Evolution of Our Nation's Child Welfare System. Occasional Paper. Assessing the New Federalism: An Urban Institute Program To Assess Changing Social Policies.
33p. 1mf. L1 ED 459 281

Malone, Bobby G.

What's Right about the Principalship?
16p. 1mf. L1 ED 458 710

What's Right about the School Superintendency?
17p. 1mf. L1 ED 458 711

Mandell, Dorothy J.

Washington Kids Count County and City Profiles of Child and Family Well-Being: 2001 Statewide Summaries.
172p. 2mf. L2 ED 459 003

Manley, Cynthia, Ed.

ASIST 2001: Information in a Networked World--Harnessing the Flow. Proceedings of the ASIST Annual Meeting (64th, Washington, DC, November 3-8, 2001).
694p. 0mf. L3 ED 458 885

Manset, Genevieve

Assessing the Rationales for Educational Reforms: A Test of the Professional Development, Comprehensive Reform, and Direct Instruction Hypotheses. Policy Research Report.
40p. 1mf. L1 ED 458 641

Manset-Williamson, Genevieve

Using the Basic Academic Skills Samples (BASS) To Evaluate the Impact of Early Literacy Intervention Programs. Policy Research Report.
39p. 1mf. L1 ED 458 642

Mansfield, Bob, Ed.

Nyyssola, Kari

Lifelong Learning in Finland: The Extent to Which Vocational Education and Training Policy Is Nurturing Lifelong Learning in Finland. CEDEFOP Panorama Series.
98p. 2mf. L1 ED 458 447

O'Connor, Randi

Early Identification and Intervention for Young Children with Reading/Learning Disabilities. Executive Summary.
11p. 1mf. L1 ED 458 757

O'Dell, Sandra

In Pursuit of Teacher Quality: Three Models of Success.
27p. 1mf. L1 ED 459 167

O'Neal, Sharon

Building Reading Proficiency at the Secondary Level: A Guide to Resources. Introduction.
150p. 2mf. L1 ED 458 562

O'Toole, James

Leadership A to Z: A Guide for the Appropriately Ambitious. Jossey-Bass Business & Management Series.
332p. 4mf. L1 ED 458 690

Obiakor, Festus

Addressing the Issue of Disproportionate Representation: Identification and Assessment of Culturally Diverse Students with Emotional or Behavioral Disorders. Fourth CCBD Mini-Library Series: Addressing the Diverse Needs of Children and Youth with Emotional/Behavioral Disorders--Programs that Work.
74p. 1mf. L2 ED 458 779

Obler, Susan S.

Findings from the California Community College Flashlight Project, 1998-99.
12p. 1mf. L1 ED 458 916

Ohsako, Toshio, Ed.

Creative and Inclusive Strategies for Lifelong Learning: Report of International Roundtable (Hamburg, Germany, November 27-29, 2000).
123p. 2mf. L1 ED 458 361

Intergenerational Programmes: Public Policy and Research Implications--An International Perspective.
73p. 1mf. L1 ED 458 364

Oketch, Henry

Learning To Compete: Education, Training & Enterprise in Ghana, Kenya & South Africa. Education Research.
114p. 2mf. L1 ED 458 418

Oliker, Michael A., Ed.

Rog, Lori Jamison

Early Literacy Instruction in Kindergarten.
110p. 2mf. L1 ED 458 590

Rogers, James R.

Child Abuse and Depression in Iranian Students: An Empirical Investigation.
10p. 1mf. L1 ED 458 495

Rogerson, Christian

Learning To Compete: Education, Training & Enterprise in Ghana, Kenya & South Africa. Education Research.
114p. 2mf. L1 ED 458 418

Rogovin, Paula

The Research Workshop: Bringing the World into Your Classroom.
224p. 0mf. L3 ED 459 163

Rohr, Carol

Teacher Followup Survey, 1994-1995: Data File User's Manual, Public-Use Version. Schools and Staffing Survey.
365p. 4mf. L1 ED 459 209

Rossini, Carol

Serving the Community: A Small, Liberal Arts College Writing Center.
12p. 1mf. L1 ED 458 605

Roth, David

Alcohol Use among University Students: Incidence, Reasons, and Effects.
10p. 1mf. L1 ED 458 472

Roth-McDuffie, Amy

An Action Research Perspective of Making Connections between Science and Mathematics in a Science Methods Course.
22p. 1mf. L1 ED 459 071

Rothman, Robert

National Education Summit, 2001 Briefing Book.
63p. 1mf. L1 ED 459 293

Rouhelo, Anne

Special Features of the Finnish Labour Market and Challenges for Education.
18p. 1mf. L1 ED 458 370

Rouzie, Albert

Electronic Discourses in a Graduate Seminar: MOO Conferences as Liminal Discursive Spaces.
11p. 1mf. L1 ED 458 635

Analysis of Literary Claims.
13p. 1mf. L1 ED 458 646

"Mythos" East and West: The Mythic Conceptions of Soul, Rebirth, and Salvation in the "Phaedrus" and the "Bhagavad Gita."
15p. 1mf. L1 ED 458 647

Narrative Translation across Cultures: From the "Bhagavad Gita" to "The Legend of Bagger Vance."
16p. 1mf. L1 ED 458 648

Rhetorical Transcendence Revisited: The "Thin Red Line" as Perennial Philosophy.
9p. 1mf. L1 ED 458 649

Teaching Public Speaking: Insights from the Eastern World.
10p. 1mf. L1 ED 458 650

Stuart, Guy

Segregation in the Boston Metropolitan Area at the End of the 20th Century.
39p. 1mf. L1 ED 459 292

Stuebing, Karla K.

Classification of Learning Disabilities: An Evidence-Based Evaluation. Executive Summary.
9p. 1mf. L1 ED 458 762

Suarez-Orozco, Carola

Children of Immigration. The Developing Child Series.
206p. 0mf. L3 ED 459 307

Suarez-Orozco, Marcelo M.

Children of Immigration. The Developing Child Series.
206p. 0mf. L3 ED 459 307

Suda, Liz

Policies and Pedagogies for Lifelong Literacy: International Perspectives for the 21st Century. Project No. 2, 2000 Report.
66p. 1mf. L1 ED 458 374

Sullivan, Ashley F.

Household Food Security Study Summaries. 2001 Edition.
103p. 2mf. L2 ED 458 961

Sulzby, Elizabeth

Conceptualizations Underlying Emergent Readers' Story Writing. CIERA Report.
22p. 1mf. L1 ED 458 616

Sunal, Cynthia Szymanski

Social Studies for the Elementary and Middle Grades: A Constructivist Approach.
480p. 0mf. L3 ED 459 110

Swarts, Jason

19p. 1mf. L1 ED 458 806

Wong, Ging, Ed.

Working Time in Comparative Perspective. Volume I: Patterns, Trends, and the Policy Implications for Earnings Inequality and Unemployment.
424p. 5mf. L2 ED 458 438

Wood, Chris

A Taxonomy of Career Development Interventions That Occur in U.S. Secondary Schools.
39p. 1mf. L1 ED 458 408

Wooderson-Perzan, Melinda

Transformational Leadership, Student Achievement, and School District Financial and Demographic Factors.
36p. 1mf. L1 ED 458 693

Woodward, Tessa, Ed.

The Teacher Trainer, 2001.
110p. 2mf. L1 ED 458 814

Wortham, Stanton, Ed.

Education in the New Latino Diaspora: Policy and the Politics of Identity. Sociocultural Studies in Educational Policy Formation and Appropriation.
275p. 0mf. L3 ED 459 029

Worthington, Kimberly

Assessing the Rationales for Educational Reforms: A Test of the Professional Development, Comprehensive Reform, and Direct Instruction Hypotheses. Policy Research Report.
40p. 1mf. L1 ED 458 641

Using the Basic Academic Skills Samples (BASS) To Evaluate the Impact of Early Literacy Intervention Programs. Policy Research Report.
39p. 1mf. L1 ED 458 642

Wraga, William G., Ed.

Research Review for School Leaders. Volume III.
386p. 0mf. L3 ED 458 708

Wren, Sebastian

The Brain and Reading. Topics in Early Reading Coherence.
4p. 1mf. L1 ED 458 557

Decoding and the Jabberwocky's Song. Topics in Early Reading Coherence.
5p. 1mf. L1 ED 458 556

Phonics Rules. Topics in Early Reading Coherence.
6p. 1mf. L1 ED 458 560

Reading and the Three Cueing Systems. Topics in Early Reading Coherence.

Put Reading First: The Research Building Blocks for Teaching Children To Read. Kindergarten through Grade 3.
62p. 1mf. L1 ED 458 536

Armstrong, Alexandria J.

Improving Student Teachers' Reflection and Personal Practical Knowledge.
15p. 1mf. L1 ED 459 146

Armstrong, L. Ancilla

A Caribbean Education Strategy.
108p. 2mf. L2 ED 459 121

Arthur, Michael B., Ed.

Career Frontiers: New Conceptions of Working Lives.
290p. 0mf. L3 ED 458 387

Arzy, Ronit

Vulnerability to Post-Traumatic Stress Disorder among Battered Women in Israel.
8p. 1mf. L1 ED 458 481

Ascione, Frank R.

Animal Abuse and Youth Violence. Juvenile Justice Bulletin.
17p. 1mf. L1 ED 458 503

Askvig, Brent A.

Peer Coaching Training Manual: Lecture and Slides.
87p. 1mf. L1 ED 458 771

SPED 590 Peer Coaching Seminar: An Online Course about Peer Coaching.
81p. 1mf. L1 ED 458 772

Asuncion, Jennison V.

Computer and Information Technologies: Resources for the Postsecondary Education of Students with Disabilities. Final Report to the Office of Learning Technologies.
149p. 2mf. L1 ED 458 733

Atwell, Nedra Skaggs Wheeler

Appalachian Women Teaching the Future.
11p. 1mf. L1 ED 459 175

Aune, Adonica Schultz

English Education and Communication Studies: Ambiguity in the International Airway.
15p. 1mf. L1 ED 458 629

Aversa, Elizabeth, Ed.

ASIST 2001: Information in a Networked World--Harnessing the Flow. Proceedings of the ASIST Annual Meeting (64th, Washington, DC, November 3-8, 2001).

99p. 2mf. L1 ED 459 272

Cain, Jim

Raccoon Circles: A Handbook for Facilitators.
19p. 1mf. L1 ED 459 034

Cakir, Ozlem S.

Effectiveness of Conceptual Change Text Oriented Instruction on Students' Understanding of Cellular Respiration Concepts.
49p. 1mf. L2 ED 459 077

Camp, William G.

A National Study of the Supply and Demand for Teachers of Agricultural Education in 1996-1998.
56p. 1mf. L1 ED 458 358

Campbell, Bob

In-Service Support for a Technological Approach to Science Education. Education Research. Report.
57p. 1mf. L1 ED 459 061

Campbell, David

The History and Development of the Campbell Interest and Skill Survey (CISS).
24p. 1mf. L2 ED 458 464

Campbell, Linley

FUNdamental Movement in Early Childhood.
25p. 1mf. L2 ED 458 984

Campbell, Sarah vL.

Organizing Community-Wide Dialogue for Action and Change: A Step-by-Step Guide.
162p. 2mf. L1 ED 458 384

Campbell-Whatley, Gloria D.

Strategies and Procedures for Designing Proactive Interventions with a Culturally Diverse Population of Students with Emotional or Behavioral Disorders and Their Families/Caregivers. Fourth CCBD Mini-Library Series: Addressing the Diverse Needs of Children and Youth with Emotional/Behavioral Disorders--Programs That Work.
35p. 1mf. L2 ED 458 777

Capa, Yesim

An Analysis of Students' Misconceptions Concerning Photosynthesis and Respiration in Plants.
39p. 1mf. L2 ED 459 075

Cardinalli, Antonina

Sensational Sea Life: A Teacher-Friendly Thematic Unit with CD-ROM . R.E.A.D. A.N.D. F.E.E.D. Series.
126p. 0mf. L3 ED 458 770

Mentoring and the Reading Curriculum.
9p. 1mf. L1 ED 458 520

Phonics Activities in the Reading Curriculum.
10p. 1mf. L1 ED 458 546

Reading and Writing Connections in the Language Arts.
9p. 1mf. L1 ED 458 623

Reading Current Events Items.
8p. 1mf. L1 ED 458 551

Reading Progress and the School Administrator.
9p. 1mf. L1 ED 458 519

Reading, Grouping, and the Student.
12p. 1mf. L1 ED 458 525

Reading: Intrinsic versus Extrinsic Motivation.
8p. 1mf. L1 ED 458 566

Vocabulary Development in the Reading Curriculum.
8p. 1mf. L1 ED 458 547

Writing Achievement in Technical Education.
8p. 1mf. L1 ED 458 587

Elliot, Stephen N.

Assessing One and All: Educational Accountability for Students with Disabilities.
197p. 3mf. L1 ED 458 746

Elliott, Alison, Ed.

Every Child: The Magazine of the Australian Early Childhood Association, Inc., 2000.
146p. 2mf. L2 ED 458 986

Elliott, Mark

Deepening Disparity: Income Equality in New York City.
9p. 1mf. L1 ED 459 306

Gearing Up: An Interim Report on the Sectoral Employment Initiative.
36p. 1mf. L1 ED 458 396

Enwefa, Regina

Addressing the Issue of Disproportionate Representation: Identification and Assessment of Culturally Diverse Students with Emotional or Behavioral Disorders. Fourth CCBD Mini-Library Series: Addressing the Diverse Needs of Children and Youth with Emotional/Behavioral Disorders--Programs that Work.
74p. 1mf. L2 ED 458 779

Enwefa, Stephen

Addressing the Issue of Disproportionate Representation: Identification and Assessment of Culturally Diverse Students with Emotional or Behavioral Disorders. Fourth CCBD Mini-Library Series: Addressing the Diverse Needs of Children and Youth with Emotional/Behavioral Disorders--Programs that Work.

National Education Goals Panel. Lessons from the States.
87p. 1mf. L1 ED 459 218

Gwalla-Ogisi, Nomsa

Addressing the Issue of Disproportionate Representation: Identification and Assessment of Culturally Diverse Students with Emotional or Behavioral Disorders. Fourth CCBD Mini-Library Series: Addressing the Diverse Needs of Children and Youth with Emotional/Behavioral Disorders--Programs that Work.
74p. 1mf. L2 ED 458 779

Haas, Mary Elizabeth

Social Studies for the Elementary and Middle Grades: A Constructivist Approach.
480p. 0mf. L3 ED 459 110

Haenn, Joseph F.

The Effectiveness of Summer School in Getting Students To Function on Grade Level in Gateway Grades.
13p. 1mf. L1 ED 458 704

Hagino, Shoko

A Study of Children's Early Oral Production in the Target Language in Japanese Immersion Classrooms.
31p. 1mf. L1 ED 458 826

Hall, Budd

The Nature of Transformation: Environmental Adult Education. Second Edition.
106p. 0mf. L3 ED 458 371

Hallahan, Daniel P.

Learning Disabilities: Historical Perspectives. Executive Summary.
9p. 1mf. L1 ED 458 756

Halligan, Jean

Ways forward with ICT: Effective Pedagogy Using Information and Communications Technology for Literacy and Numeracy in Primary Schools.
129p. 2mf. L1 ED 458 652

Halperin, Samuel

A Guide for the Powerless and Those Who Don't Know Their Own Power: A Primer on the American Political Process.
65p. 1mf. L1 ED 459 088

Halpin, David

Expert Review at a Distance: A Hybrid Approach.
18p. 1mf. L1 ED 458 869

Hamalainen, Kimmo

Lifelong Learning in Finland: The Extent to Which Vocational Education and Training Policy Is Nurturing Lifelong Learning in

International Career Development Conference (Seattle, Washington, November 7-11, 2001).
142p. 2mf. L1 ED 458 482

Kirshstein, Rita

Survey of State Correctional Education Systems: Analysis of Data from 1992 Field Test.
106p. 2mf. L1 ED 459 210

Using Correctional Education Data: Issues and Strategies.
57p. 1mf. L1 ED 459 211

Kist, Bill

Using Rubrics. Teacher to Teacher.
5p. 1mf. L1 ED 458 392

Kitao, Kenji

World Wide Web Resources for Communication.
56p. 1mf. L1 ED 458 664

Kiuranov, Deyan

Campland: Racial Segregation of Roma in Italy. Country Reports Series.
115p. 2mf. L1 ED 459 274

Klingborg, Beverly

Sensational Sea Life: A Teacher-Friendly Thematic Unit with CD-ROM . R.E.A.D. A.N.D. F.E.E.D. Series.
126p. 0mf. L3 ED 458 770

Klotz, Jack

Integrating Four Courses into a 12 Credit Hour Block of Instruction in an On-Line Format as Part of a Master's Program in Educational Administration.
33p. 1mf. L1 ED 458 864

Knamiller, Gary

The Effectiveness of Teacher Resource Centre Strategy. Full Report. Education Research.
259p. 3mf. L1 ED 459 149

Knitzer, Jane

Building Services and Systems To Support the Healthy Emotional Development of Young Children: An Action Guide for Policymakers. Promoting the Emotional Well-Being of Children and Families, Policy Paper.
35p. 1mf. L2 ED 459 005

Improving the Odds for the Healthy Development of Young Children in Foster Care. Promoting the Emotional Well-Being of Children and Families, Policy Paper.
33p. 1mf. L2 ED 459 006

Knowdell, Richard, Ed.

Staying Innovative and Change-Focused in the New Economy. A

Development of Vocational Education and Training Standards: The Impact of Labour Market Information. Manual. Qualifications and Training Methods.

79p. 1mf. L1 ED 458 431

Markowitz, Teresa

Running To Keep in Place: The Continuing Evolution of Our Nation's Child Welfare System. Occasional Paper. Assessing the New Federalism: An Urban Institute Program To Assess Changing Social Policies.

33p. 1mf. L1 ED 459 281

Marks, Emilia Alonso

Language Experience and the Representation of Phonology in an Unknown Language.

18p. 1mf. L1 ED 458 823

Martz, Carlton

Law of Empires.

18p. 1mf. L1 ED 459 106

Marzano, Robert J.

A Handbook for Classroom Instruction That Works.

395p. 5mf. L2 ED 459 151

Mathis, William J.

Vermont's Act 60: Comprehensive School Finance Reform--Effects in the First Year of Full Implementation.

23p. 1mf. L1 ED 458 676

Matti, Falilu Mohammad A.

Factors Affecting Minority Students' Persistence in Community Colleges.

146p. 2mf. L2 ED 458 917

Mattson, Linda

Barriers to Equal Education for Aboriginal Learners: A Review of the Literature. A BC Human Rights Commission Report.

72p. 1mf. L1 ED 459 020

Mayfield, Elizabeth

Learning by Doing: The Role of Active Learning in the Reform Movement.

5p. 1mf. L1 ED 459 084

Maylath, Bruce, Ed.

Models for Strategic Program Development. Proceedings of the Annual Meeting of the Council for Programs in Technical and Scientific Communication (27th, Menomonie, Wisconsin, October 19-21, 2000).

136p. 2mf. L1 ED 458 651

Maynard, Elizabeth A.

Proceedings of the Midwest Philosophy of Education Society, 1999-2000.
606p. 7mf. L2 ED 459 139

Olmsted, Patricia P., Ed.

Early Childhood Settings in 15 Countries: What Are Their Structural Characteristics? The IEA Preprimary Project, Phase 2.
408p. 5mf. L2 ED 459 001

Olson, Catherine

99 Jumpstarts to Research: Topic Guides for Finding Information on Current Issues.
227p. 0mf. L3 ED 458 882

Olson, Lyle D.

Journalism and Mass Communication Educators' Career Choices: When and Why They Entered College Teaching.
31p. 1mf. L1 ED 458 645

Olson, Richard K.

Classification of Learning Disabilities: An Evidence-Based Evaluation. Executive Summary.
9p. 1mf. L1 ED 458 762

Omdal, Stuart

Computer Mediated Linguistic Interaction as a Tool for the Social Construction of Knowledge.
8p. 1mf. L1 ED 458 670

Onwuegbuzie, Anthony J.

Increasing and Decreasing Anxiety: A Study of Doctoral Students in Education Research Courses.
18p. 1mf. L1 ED 459 214

Orfield, Gary

Schools More Separate: Consequences of a Decade of Resegregation.
55p. 1mf. L1 ED 459 217

Orr, J. Evelyn

Linguistic Perspectives on African American Vernacular English and Implications for the Language Arts Classroom.
33p. 1mf. L1 ED 458 811

Ortega-Sanchez, Ismael

Welfare Reform in Rural America: A Review of Current Research.
65p. 1mf. L1 ED 459 054

Osborn, Jean

Put Reading First: The Research Building Blocks for Teaching Children To Read. Kindergarten through Grade 3.
62p. 1mf. L1 ED 458 536

Ostler, Nicholas, Ed.

Rowan, Leonie

Write Me In: Inclusive Texts in the Primary Classroom.
124p. 2mf. L1 ED 458 607

Rozema, Robert

"Heart of Darkness" Webquest: Using Technology To Teach Literary Criticism.
29p. 1mf. L1 ED 458 622

Rudes, Blair, Ed.

Endangered Languages and Literacy. Proceedings of the Fourth FEL Conference (Charlotte, North Carolina, September 21-24, 2000).
145p. 2mf. L2 ED 458 818

Ruesch, Gary M.

Discipline in the School. Second Edition.
421p. 0mf. L3 ED 458 750

Ruiz, Rachel Sue

Transforming a Community College in Support of Learning: A Case Study.
278p. 3mf. L1 ED 458 915

Ruoholinna, Tarita

Special Features of the Finnish Labour Market and Challenges for Education.
18p. 1mf. L1 ED 458 370

Rutherford, Robert B., Jr.

Education, Disability, and Juvenile Justice: Recommended Practices. Fourth CCBD Mini-Library Series: Addressing the Diverse Needs of Children and Youth with Emotional/Behavioral Disorders--Programs That Work.
49p. 1mf. L2 ED 458 775

Ryan, Josephine M.

Sharing Culture? Sharing Texts in Seven to Ten English.
10p. 1mf. L1 ED 458 583

Ryan, Kathleen

Concurrent and Discriminant Validity of the Means-Ends Spirituality Questionnaire.
25p. 1mf. L1 ED 458 475

Ryan, Kevin

Building Character in Schools Resource Guide. The Jossey-Bass Education Series.
159p. 0mf. L3 ED 458 515

Ryan, Patrick

Linking Writing to the Process of Scientific Inquiry: Strategies from Writing Teachers in the Disciplines.
13p. 1mf. L1 ED 458 655

Live from the Writing Center: Technological Demands and Multiliterate Practice in a Virtual Writing Center.
118p. 2mf. L1 ED 458 597

Swift, Madelyn

Discipline for Life: Getting It Right with Children.
282p. 3mf. L2 ED 458 959

Swing, Randy L.

Guidelines for Evaluating...The First-Year Experience at Four-Year Colleges. 2nd Edition.
24p. 1mf. L2 ED 458 850

Swing, Randy L., Ed.

Proving and Improving: Strategies for Assessing the First College Year. The First-Year Experience Monograph Series.
127p. 2mf. L2 ED 458 855

Symes, Colin, Ed.

The Extra-Ordinary School: Parergonality & Pedagogy. Counterpoints: Studies in the Postmodern Theory of Education.
212p. 0mf. L3 ED 458 686

Sypher, Howard E.

The Computer-Email-Web (CEW) Fluency Scale--Development and Validation.
31p. 1mf. L1 ED 458 657

Syrjala, Leena

Whose Reform: Teachers' Voices from Silence.
20p. 1mf. L1 ED 459 154

Tabor, Daniel

Literacy at Transition: The Problem of the Developing Writer.
14p. 1mf. L1 ED 458 614

Taggart, Sara

Making Standards Meaningful: High School Reform Efforts in Washington State. Making Standards Work, 2001.
66p. 1mf. L2 ED 459 188

Talbert, Joan E.

Professional Communities and the Work of High School Teaching.
192p. 0mf. L3 ED 459 157

Tam, Kai Yung

Culturally and Linguistically Diverse Students with Behavioral Disorders. Fourth CCBD Mini-Library Series: Addressing the Diverse Needs of Children and Youth with Emotional/Behavioral Disorders--Programs That Work.
80p. 1mf. L2 ED 458 778

Tan, Shaun

5p. 1mf. L1 ED 458 554

Reading by Sight. Topics in Early Reading Coherence.
5p. 1mf. L1 ED 458 559

What Does a "Balanced Literacy Approach" Mean? Topics in Early Reading Coherence.
7p. 1mf. L1 ED 458 555

What's So Irregular about Exception Words? Topics in Early Reading Coherence.
5p. 1mf. L1 ED 458 558

Wyatt-Smith, Claire, Ed.

Literacy and the Curriculum: Success in Senior Secondary Schooling.
200p. 0mf. L3 ED 458 517

Wylie, Cathy

Competent Children at 10: Families, Early Education, and Schools.
306p. 4mf. L2 ED 458 957

Ten Years Old & Competent. The Fourth Stage of the Competent Children Project: A Summary of the Main Findings.
37p. 1mf. L2 ED 458 958

Yaunches, H. Alison, Ed.

Rural Roots: News, Information, and Commentary from the Rural School and Community Trust, 2000-2001.
78p. 1mf. L1 ED 459 036

Yildirim, Ali

An Analysis of Students' Misconceptions Concerning Photosynthesis and Respiration in Plants.
39p. 1mf. L2 ED 459 075

Yim, Pui-shan

The Effects of Classroom Competition on Achievement Motivation.
27p. 1mf. L1 ED 458 511

Yost, Ann

Making Afterschool Count: Communities & Schools Working Together, 2001.
34p. 1mf. L2 ED 458 940

Young, Art

Dixie Goswami and Write To Change: Connecting Learners.
8p. 1mf. L1 ED 458 625

Youngs, Gillian, Ed.

Creative and Inclusive Strategies for Lifelong Learning: Report of International Roundtable (Hamburg, Germany, November 27-29, 2000).
123p. 2mf. L1 ED 458 361

Ysseldyke, James

694p. 0mf. L3 ED 458 885

Ayres, Julie

Learning by Doing: The Role of Active Learning in the Reform Movement.
5p. 1mf. L1 ED 459 084

Babin, Edith

Contemporary Composition Studies: A Guide to Theorists and Terms.
330p. 0mf. L3 ED 458 577

Bahous, Jocelyne

Teach ESP through Critical Thinking and Problem-Solving Skills.
11p. 1mf. L1 ED 458 801

Bailey, Gary

Energy Performance of Daylit Schools in North Carolina.
8p. 1mf. L1 ED 458 784

Bailey, Gary B.

Analysis of the Performance of Students in Daylit Schools.
6p. 1mf. L1 ED 458 782

Baker, Maureen

Reinforcing Obligations and Responsibilities between Generations: Policy Options from Cross-National Comparisons. Perspectives.
46p. 1mf. L2 ED 458 935

Baldauf, Richard B., Jr., Ed.

Language Planning in Nepal, Taiwan and Sweden. Multilingual Matters.
207p. 0mf. L3 ED 458 804

Balderas Puga, Angel

Mathematical Modeling with a "CAS" in an Introductory Course of Differential Equations.
13p. 1mf. L1 ED 459 085

Bamford, Anne

The Grammar of Visual Literacy within the World of Interactive Media.
12p. 1mf. L1 ED 458 633

Bamford, Rosemary A.

Maine Reading Recovery R : State Report & Evaluation, 1998-2000.
45p. 1mf. L1 ED 458 522

Bamforth, Jill

Certificates in English Language Literacies (CELL). Adult Education in the Community.
126p. 2mf. L1 ED 458 835

Cargill, Debby

Make It and Take It: Computer-Based Resources for Lesson Planning.
43p. 1mf. L1 ED 458 843

Carlisle, Kathryn D.

Campland: Racial Segregation of Roma in Italy. Country Reports Series.
115p. 2mf. L1 ED 459 274

Cartledge, Gwendolyn

Culturally and Linguistically Diverse Students with Behavioral Disorders. Fourth CCBD Mini-Library Series: Addressing the Diverse Needs of Children and Youth with Emotional/Behavioral Disorders--Programs That Work.
80p. 1mf. L2 ED 458 778

Cartmel, Fred

Youth Unemployment in Rural Areas. Work and Opportunity Series.
57p. 1mf. L2 ED 459 012

Casas, J. Manuel

Measuring Counselor Competence with Lesbian/Gay/Bisexual Clients: Implications for Multicultural Training.
15p. 1mf. L1 ED 458 454

Case, Kim

Children's Attitudes toward Race and Gender.
17p. 1mf. L1 ED 458 469

Casey, Jean M.

A New Pathway for Teacher Training: Site-Based/Electronic Learning/Teacher Reading.
8p. 1mf. L1 ED 458 613

A Path to Literacy: Empowering Students in Your Classroom.
14p. 1mf. L1 ED 458 540

Casserly, Michael

Beating the Odds: A City-by-City Analysis of Student Performance and Achievement Gaps on State Assessments.
243p. 3mf. L2 ED 459 280

Castellino, Domini

Increasing Opportunity To Learn via Access to Rigorous Courses and Programs: One Strategy for Closing the Achievement Gap for At-Risk and Ethnic Minority Students.
75p. 1mf. L1 ED 459 303

Caverly, David C.

Building Reading Proficiency at the Secondary Level: A Guide to Resources. Introduction.
150p. 2mf. L1 ED 458 562

74p. 1mf. L2 ED 458 779

Ericson, Bonnie O., Ed.

Teaching Reading in High School English Classes.
182p. 2mf. L1 ED 458 526

Ericson, Britta, Ed.

Reading and Writing Difficulties--A Problem? EMIR Education and Research.
84p. 1mf. L1 ED 458 542

Estola, Ella

Whose Reform: Teachers' Voices from Silence.
20p. 1mf. L1 ED 459 154

Evans, Arthur

SCANS-Related, Project-Based Instruction and Learning in Adult Education: A Professional Development Packet.
117p. 2mf. L1 ED 458 416

Everett, Jessica

Autism Program Quality Indicators: A Self-Review and Quality Improvement Guide for Schools and Programs Serving Students with Autism Spectrum Disorders.
16p. 1mf. L1 ED 458 767

Everett-Jones, Sherry

Youth Risk Behavior Survey of High School Students Attending Bureau Funded Schools, 2001.
84p. 1mf. L1 ED 459 056

Ewen, Danielle

A Fragile Foundation: State Child Care Assistance Policies.
227p. 3mf. L2 ED 458 994

Fagan, William T.

Family Literacy Programs: The Whole Is More Than the Sum of Its Parts.
17p. 1mf. L1 ED 458 584

Fairhurst, Genevieve

The Effectiveness of Teacher Resource Centre Strategy. Full Report. Education Research.
259p. 3mf. L1 ED 459 149

Falbo, Toni

Ethnic Identity among Guatemalan Youth.
16p. 1mf. L1 ED 458 497

Farmer, Deborah

Building Character in Schools Resource Guide. The Jossey-Bass Education Series.
159p. 0mf. L3 ED 458 515

Finland. CEDEFOP Panorama Series.
98p. 2mf. L1 ED 458 447

Hamalainen, Seppo, Ed.

Consensus or Compromise? Making the School-Based Curricula in Lower-Level Comprehensive Schools in Finland. Research Report .
101p. 2mf. L2 ED 459 030

Hamann, Edmund T., Ed.

Education in the New Latino Diaspora: Policy and the Politics of Identity. Sociocultural Studies in Educational Policy Formation and Appropriation.
275p. 0mf. L3 ED 459 029

Hambleton, Ronald K.

Adapting Tests for Use in Multiple Languages and Cultures. Laboratory of Psychometric and Evaluative Research Report.
30p. 1mf. L1 ED 459 207

Hampton, Sally

Making Writing Instruction Work. Issue Brief.
7p. 1mf. L2 ED 458 572

Handel, Ruth D.

Building Family Literacy in an Urban Community. Language and Literacy Series.
179p. 0mf. L3 ED 459 275

Hansen, Jane

When Writers Read. Second Edition.
182p. 0mf. L3 ED 458 578

Hanson, Jane

Parent-Child Communication and Its Perceived Effects on the Young Child's Developing Self-Concept.
27p. 1mf. L1 ED 458 631

Hanson-Smith, Elizabeth, Ed.

Technology-Enhanced Learning Environments. Case Studies in TESOL Practice Series.
192p. 2mf. L2 ED 458 793

Hardman, Frank

Ways forward with ICT: Effective Pedagogy Using Information and Communications Technology for Literacy and Numeracy in Primary Schools.
129p. 2mf. L1 ED 458 652

Harkin, Joe

Is Communication Free from Domination Possible in English Post-Compulsory Education?
12p. 1mf. L1 ED 458 665

Harms, Joan Y.

Collection of Special Papers Generated for the 2001 International Career Development Conference (Seattle, Washington, November 7-11, 2001).
142p. 2mf. L1 ED 458 482

Knowles, J. Gary, Ed.

Lives in Context: The Art of Life History Research.
272p. 0mf. L3 ED 459 117

Kober, Nancy

Higher Learning=Higher Earnings: What You Need To Know about College and Careers.
17p. 1mf. L1 ED 458 440

Koch, Franklin W., Ed.

Missouri Journal of Research in Music Education, 1982-1988.
650p. 7mf. L1 ED 459 095

Missouri Journal of Research in Music Education, 1989-1994.
522p. 6mf. L1 ED 459 096

Kogan, Deborah

Overview of State Certification/Chartering Criteria for One-Stop Career Centers. Matrices and Final Narrative.
147p. 2mf. L1 ED 458 372

Partnering for Quality under the Workforce Investment Act: A Tool Kit for One-Stop System Building. Module 1: Reviewing System-Building Progress and Developing a Blueprint for WIA Transition. Trainer Manual with Participant Workbook.
110p. 2mf. L1 ED 458 422

Partnering for Quality under the Workforce Investment Act: A Tool Kit for One-Stop System Building. Module 2: Partnering and Organizational Change. Trainer Manual with Participant Workbook.
149p. 2mf. L1 ED 458 423

Partnering for Quality under the Workforce Investment Act: A Tool Kit for One-Stop System Building. Module 3: Collecting and Using Customer Feedback. Trainer Manual with Participant Workbook.
124p. 2mf. L1 ED 458 424

Partnering for Quality under the Workforce Investment Act: A Tool Kit for One-Stop System Building. Module 4: Designing a System for the Delivery of Integrated Services. Trainer Manual with Participant Workbook.
107p. 2mf. L1 ED 458 425

Partnering for Quality under the Workforce Investment Act: A Tool Kit for One-Stop System Building. Module 5: Building a Process for Continuous Improvement. Training Manual with Participant Workbook.
108p. 2mf. L1 ED 458 426

Partnering for Quality under the Workforce Investment Act: A Tool Kit for One-Stop System Building. Summary of Tools.
44p. 1mf. L1 ED 458 427

Kohtbantau, Achariya

Prejudice or Preference? Attitudes of Gay and Lesbian Christians.
20p. 1mf. L1 ED 458 496

Mayo, Wendell

Collaborative Learning and Interpretation of Literature.
11p. 1mf. L1 ED 458 628

McCabe, Anne

Nominalized Writing: Approximating Academic Register.
16p. 1mf. L1 ED 458 813

McCarthy, Maria S.

Washington Elementary Schools on the Slow Track under Standards-Based Reform. Making Standards Work, 2001.
40p. 1mf. L2 ED 459 187

McCarthy, Susan, Ed.

GSCA (Georgia School Counselors Association) Journal, 2001.
105p. 2mf. L1 ED 458 461

McCarthy-Tucker, Sherri

Psychologists in Partnership with Criminal Justice in American Public Schools: A Match Made in Heaven or a Marriage from Hell?
23p. 1mf. L1 ED 459 276

McCloud, Barbara

Education and Community Building: Connecting Two Worlds.
45p. 1mf. L1 ED 458 700

McCook, Kathleen de la Pena

Chronology of Milestones for Libraries and Adult Lifelong Learning and Literacy.
13p. 1mf. L1 ED 458 888

McCoy, Kimberly

Buying a Car: Using On-Line Tools. Technology Update.
17p. 1mf. L1 ED 458 391

McCoy, Martha L.

Organizing Community-Wide Dialogue for Action and Change: A Step-by-Step Guide.
162p. 2mf. L1 ED 458 384

McCoy, Melody L.

Federal Indian Law and Policy Affecting American Indian and Alaska Native Education. Indian Education Legal Support Project "Tribalizing Indian Education."
31p. 1mf. L1 ED 459 031

McCubbin, Laurie

Challenges to the Definition of Resilience.
20p. 1mf. L1 ED 458 498

Endangered Languages and Literacy. Proceedings of the Fourth FEL Conference (Charlotte, North Carolina, September 21-24, 2000).
145p. 2mf. L2 ED 458 818

Endangered Languages and the Media. Proceedings of the Fifth FEL Conference (Agadir, Morocco, September 20-23, 2001).
124p. 2mf. L2 ED 458 819

Ouellette, Mark

Improving Children's Reading Ability through Volunteer Reading Tutoring Programs. Issue Brief.
6p. 1mf. L2 ED 458 570

Making Writing Instruction Work. Issue Brief.
7p. 1mf. L2 ED 458 572

Ouzzate, Hassan, Ed.

Endangered Languages and the Media. Proceedings of the Fifth FEL Conference (Agadir, Morocco, September 20-23, 2001).
124p. 2mf. L2 ED 458 819

Owens, Debra E.

March toward Excellence: School Success and Minority Student Achievement in Department of Defense Schools. A Report to the National Education Goals Panel. Lessons from the States.
87p. 1mf. L1 ED 459 218

Owens, Derek

Composition and Sustainability: Teaching for a Threatened Generation. Refiguring English Studies.
274p. 3mf. L1 ED 458 601

Owens, Kimberly

A Command Economic System. Lesson Plan.
6p. 1mf. L1 ED 459 102

The Paper Airplane Challenge: A Market Economy Simulation. Lesson Plan.
6p. 1mf. L1 ED 459 101

Owens, Shane Gregory

Alcohol Use among University Students: Incidence, Reasons, and Effects.
10p. 1mf. L1 ED 458 472

Oyama, Keizo, Ed.

Proceedings of the International Conference on Dublin Core and Metadata Applications, 2001 and Presentation Materials (9th, Tokyo, Japan, October 24-26, 2001).
433p. 0mf. L3 ED 458 883

Ozden, M. Yasar

An Analysis of Students' Misconceptions Concerning Photosynthesis and Respiration in Plants.
39p. 1mf. L2 ED 459 075

Ryan, Phyllis M.

Interculturality in an Urban Setting.
13p. 1mf. L1 ED 458 815

Ryujin, Donald H.

Asian American College Students' Beliefs and Perceptions of Therapy.
35p. 1mf. L1 ED 458 474

Saadah, Fadia

Poverty, Education and Health in Indonesia: Who Benefits from Public Spending? Working Paper.
64p. 1mf. L2 ED 459 053

Sabedra, Cynthia

When Assessments Fail: Using Alternative Approaches to Career Exploration.
9p. 1mf. L1 ED 458 490

Saint-Hubert, Roselyne Simon

Vocational Education and Training in Belgium. Second Edition.
145p. 2mf. L1 ED 458 448

Salvador, Diana S.

In Control: Anger Management and the Development of Prosocial Behavior.
14p. 1mf. L1 ED 458 476

Sample, Barbara

Active Listening--Listen, Repeat, Do. Scans Plans Portfolio.
4p. 1mf. L1 ED 458 830

Completing Interviews. Scans Plans Portfolio.
4p. 1mf. L1 ED 458 829

Identifying Skills and Personal Qualities. Scans Plans Portfolio.
4p. 1mf. L1 ED 458 827

Sample, Barbara J.

WorkStyles: Pre-Employment for the Low Level English Speaker.
5p. 1mf. L1 ED 458 828

Sampson, Nadia Katul

Designing Personalized Learning for Every Student.
146p. 2mf. L2 ED 458 718

Sampson-Cordle, Alice Vera

Exploring the Relationship between a Small Rural School in Northeast Georgia and Its Community: An Image-Based Study Using Participant-Produced Photographs.
411p. 5mf. L1 ED 459 014

Samuels, Jay

Originality and Creativity.
9p. 1mf. L1 ED 458 582

Picture Books: Who Are They For?
10p. 1mf. L1 ED 458 581

Taylor, Crystal B.

The Presence of Strategies and Conditions for Integrating Academic and Career and Technical Education.
7p. 1mf. L1 ED 458 413

Taylor, Michael

Developing and Implementing Authentic Oral Assessment Instruments.
16p. 1mf. L1 ED 458 803

Taylor, P. Dawn

Latina Voices of Des Moines.
337p. 4mf. L1 ED 459 017

Tellegen, Saskia

Why Do Schoolchildren Enjoy Reading? The Construction of an Explanatory Model.
14p. 1mf. L1 ED 458 541

Theurer-Kaufman, Karin

Autism Program Quality Indicators: A Self-Review and Quality Improvement Guide for Schools and Programs Serving Students with Autism Spectrum Disorders.
16p. 1mf. L1 ED 458 767

Thomas, Gary

The Identification of "Need" in Reading.
10p. 1mf. L1 ED 458 533

Thomas, Jeannine, Ed.

The Management of Curriculum Change and Adaptation in the Gulf Region. Final Report of the Seminar (Muscat, Oman, February 17-21, 2001).
105p. 2mf. L1 ED 458 721

Thomas, Joan

Forced Processing Tactics To Increase Reading Rates, Comprehension and Vocabulary Skills with College Students.
7p. 1mf. L1 ED 458 534

Thomas, John P.

A Model of Mathematics Achievement Using Proficiency Scores.
23p. 1mf. L1 ED 459 216

Thomas, Linda

Issues Concerning Public School Dropouts in South Texas.
59p. 1mf. L1 ED 458 705

Read-Aloud Accommodation: Effects on Multiple-Choice Reading and Math Items. Technical Report.
31p. 1mf. L1 ED 458 740

Yuruk, Nejla

Conceptual Change Text: A Supplementary Material To Facilitate Conceptual Change in Electrochemical Cell Concepts.
23p. 1mf. L2 ED 459 076

Effectiveness of Conceptual Change Text Oriented Instruction on Students' Understanding of Cellular Respiration Concepts.
49p. 1mf. L2 ED 459 077

Zarnowski, Myra, Ed.

The Best in Children's Nonfiction: Reading, Writing, & Teaching Orbis Pictus Award Books.
175p. 2mf. L1 ED 458 591

Zaslow, Martha

Early Care and Education: Work Support for Families and Developmental Opportunity for Young Children. Occasional Paper. Assessing the New Federalism: An Urban Institute Program To Assess Changing Social Policies.
41p. 1mf. L1 ED 458 966

Zehnder-Merrell, Jane

Kids Count in Michigan Data Book, 2001: County Profiles of Child and Family Well-Being.
426p. 5mf. L1 ED 458 978

Zeo, George A.

Prevention and Intervention of Ethnopolitical Conflict.
37p. 1mf. L1 ED 458 499

Zimmerman, Julie N.

Welfare Reform in Rural America: A Review of Current Research.
65p. 1mf. L1 ED 459 054

Zytowski, Donald G.

Developing American Indian Norms for the Kuder Career Search.
19p. 1mf. L1 ED 458 480

Banham, Victoria

Parent-Child Communication and Its Perceived Effects on the Young Child's Developing Self-Concept.
27p. 1mf. L1 ED 458 631

Barber, Peggy

Chronology of Milestones for Libraries and Adult Lifelong Learning and Literacy.
13p. 1mf. L1 ED 458 888

Barefoot, Betsy O.

Guidelines for Evaluating...The First-Year Experience at Four-Year Colleges. 2nd Edition.
24p. 1mf. L2 ED 458 850

Barile, Maria

Computer and Information Technologies: Resources for the Postsecondary Education of Students with Disabilities. Final Report to the Office of Learning Technologies.
149p. 2mf. L1 ED 458 733

Barnes, Kahlon

The Effects of Blue Ink Print on Students' Memory Retention of Math Terms and Definitions.
17p. 1mf. L1 ED 459 086

Barnes, Marcia

Classification of Learning Disabilities: An Evidence-Based Evaluation. Executive Summary.
9p. 1mf. L1 ED 458 762

Barnett, E.

Health & HIV/AIDS Education in Primary & Secondary Schools in Africa & Asia. Policies, Practice & Potential: Case Studies from Pakistan, India, Uganda, Ghana. Education Research.
109p. 2mf. L1 ED 458 458

Barnett, Mark A.

Counselors' Perceptions of Court-Referred and Non Court-Referred Drug Clients.
9p. 1mf. L1 ED 458 509

Barobs-Gahr, Brigita

They Are Our Kids: Significant Findings from a 1998 Latino Dropout Study.
18p. 1mf. L1 ED 459 033

Barr, Catherine, Ed.

Reading in Series TM : A Selection Guide to Books for Children.
600p. 0mf. L3 ED 458 518

Barrett, G. Jaia, Ed.

ARL: A Bimonthly Newsletter of Research Library Issues and

Celano, Donna C.

Access for All: Closing the Book Gap for Children in Early Education.
101p. 2mf. L1 ED 458 569

Centeno, Luis Gomes

The Financing of Vocational Education and Training in Portugal. Financing Portrait. CEDEFOP Panorama Series.
93p. 1mf. L1 ED 458 449

Chachibaia, Nelly

Problems of Simultaneous Interpreting of Scientific Discussion.
13p. 1mf. L1 ED 458 798

Chambliss, Catherine

Educational Applications of Vision Therapy: A Pilot Study on Children with Autism.
21p. 1mf. L1 ED 458 766

Chan, Tak Cheung

Who's in Charge around Here?
13p. 1mf. L1 ED 458 712

Chang, Hua-Hua

A-Stratified Computerized Adaptive Testing with Unequal Item Exposure across Strata.
31p. 1mf. L2 ED 459 213

Chard, Sylvia C.

Project Approach: Taking a Closer Look. What Is Worth Knowing More about Where You Live? CD-ROM .
0p. 0mf. L3 ED 458 952

Charles, Sarah

A Taxonomy of Career Development Interventions That Occur in U.S. Secondary Schools.
39p. 1mf. L1 ED 458 408

Charvat, Jeffrey L.

Patterns of Drug Use: The Role of Dichotomous Conceptualizations.
12p. 1mf. L1 ED 458 463

Cheung, Marisa

WIC in Native American Communities: Building a Healthier America. Report Summary.
19p. 1mf. L1 ED 459 050

Cheung, Rebecca W. Y.

The Effects of Classroom Competition on Achievement Motivation.
27p. 1mf. L1 ED 458 511

Chirico, David

Farris, Mark

Coping with Multiple Calculator Models in College Algebra.
20p. 1mf. L1 ED 459 080

Fashola, Olatokunbo S.

Building Effective Afterschool Programs.
137p. 2mf. L2 ED 459 219

Federighi, Paolo, Ed.

Glossary of Adult Learning in Europe. A.E. Monographs.
127p. 2mf. L1 ED 458 363

Feiler, Anthony

Teacher Predictions of Young Children's Literacy Success or Failure in Four Primary Schools.
18p. 1mf. L1 ED 458 612

Fein, Scott

Linking Service-Learning and School-to-Work: Policy, Partnerships and Practice To Help All Students Succeed.
33p. 1mf. L1 ED 458 441

Feldman, Sandra

The War for Boys: What Must We Do To Win?
10p. 1mf. L1 ED 458 471

Feltz, Deborah L.

Influence of Achievement Beliefs on Adolescent Girls' Sport Confidence Sources.
25p. 1mf. L1 ED 458 478

Ferguson, Dianne L.

Designing Personalized Learning for Every Student.
146p. 2mf. L2 ED 458 718

Ferguson, Phil

On Infusing Disability Studies into the General Curriculum. On Point...Brief Discussions of Critical Issues in Urban Education.
16p. 1mf. L1 ED 458 737

Fernandez, Francisco Javier

Ethnic Identity among Guatemalan Youth.
16p. 1mf. L1 ED 458 497

Flagoy, Geraldine L.

Adult Education and Indigenous Peoples in the Philippines. International Survey on Adult Education for Indigenous Peoples. Country Study: The Philippines.
46p. 1mf. L1 ED 458 368

Fichten, Catherine S.

Identifying Assessment Needs of Student Affairs Professionals Using a Web-Based Survey.
15p. 1mf. L1 ED 458 465

Harrison, Kimberly

Contemporary Composition Studies: A Guide to Theorists and Terms.
330p. 0mf. L3 ED 458 577

Hart, Doug

Informal/Formal Learning and Workload among Ontario Secondary School Teachers. NALL Working Paper.
42p. 1mf. L1 ED 459 170

Teacher Learning, Informal and Formal: Results of a Canadian Teachers' Federation Survey. NALL Working Paper.
26p. 1mf. L1 ED 459 169

Hartman, Melissa E., Ed.

Imagine...Opportunities and Resources for Academically Talented Youth.
183p. 2mf. L2 ED 458 751

Hartmann, Tracey

Community Change for Youth Development in Kansas City: A Case Study of How a Traditional Youth-Serving Organization (YMCA) Becomes a Community Builder.
27p. 1mf. L1 ED 459 304

Hartung, Paul J.

Achieving Life Balance: Myths, Realities, and Developmental Perspectives. Information Series.
46p. 1mf. L1 ED 458 420

Hartwig, Eric P.

Discipline in the School. Second Edition.
421p. 0mf. L3 ED 458 750

Hast, Fran

More Infant and Toddler Experiences.
186p. 2mf. L2 ED 458 934

Hatton, Sharon Crawford

Teaching Idea Development: A Standards-Based Critical-Thinking Approach to Writing.
134p. 2mf. L2 ED 458 580

Hatton-Yeo, Alan, Ed.

Intergenerational Programmes: Public Policy and Research Implications--An International Perspective.
73p. 1mf. L1 ED 458 364

Havlak, Karl

Development of a Computer-Based College Algebra Course.

Thailand--Secondary Education for Employment, Volume I: A Policy Note.
57p. 1mf. L2 ED 459 129

Koller, Vinz

Partnering for Quality under the Workforce Investment Act: A Tool Kit for One-Stop System Building. Module 1: Reviewing System-Building Progress and Developing a Blueprint for WIA Transition. Trainer Manual with Participant Workbook.
110p. 2mf. L1 ED 458 422

Partnering for Quality under the Workforce Investment Act: A Tool Kit for One-Stop System Building. Module 2: Partnering and Organizational Change. Trainer Manual with Participant Workbook.
149p. 2mf. L1 ED 458 423

Partnering for Quality under the Workforce Investment Act: A Tool Kit for One-Stop System Building. Module 3: Collecting and Using Customer Feedback. Trainer Manual with Participant Workbook.
124p. 2mf. L1 ED 458 424

Partnering for Quality under the Workforce Investment Act: A Tool Kit for One-Stop System Building. Module 4: Designing a System for the Delivery of Integrated Services. Trainer Manual with Participant Workbook.
107p. 2mf. L1 ED 458 425

Partnering for Quality under the Workforce Investment Act: A Tool Kit for One-Stop System Building. Module 5: Building a Process for Continuous Improvement. Training Manual with Participant Workbook.
108p. 2mf. L1 ED 458 426

Partnering for Quality under the Workforce Investment Act: A Tool Kit for One-Stop System Building. Summary of Tools.
44p. 1mf. L1 ED 458 427

Kolstoe, Oliver P.

Transition Education and Services for Adolescents with Disabilities. Third Edition.
422p. 0mf. L3 ED 458 389

Kosten, Paul Andrew

The Dimensional Structure of Early Adolescent Peer Susceptibility.
111p. 2mf. L1 ED 458 506

Kotler, Moshe

Vulnerability to Post-Traumatic Stress Disorder among Battered Women in Israel.
8p. 1mf. L1 ED 458 481

Kottler, Jeffrey A., Ed.

Counselors Finding Their Way.
260p. 3mf. L2 ED 458 479

Kozumplik, Richalene

McGinnis, J. Randy

An Action Research Perspective of Making Connections between Science and Mathematics in a Science Methods Course.
22p. 1mf. L1 ED 459 071

What Beliefs and Intentions Concerning Science and Mathematics and the Teaching of Those Subjects Do Reform-Prepared Specialist Elementary/Middle Level Teachers Bring to the Workplace?
22p. 1mf. L1 ED 459 070

McGinnis, Scott, Ed.

Heritage Languages in America: Preserving a National Resource. Language in Education: Theory and Practice.
332p. 4mf. L1 ED 458 809

McGlinn, Jeanne M.

Experiential Learning in a Humanities Class.
9p. 1mf. L1 ED 458 668

McGrath, Simon

Learning To Compete: Education, Training & Enterprise in Ghana, Kenya & South Africa. Education Research.
114p. 2mf. L1 ED 458 418

McHenry, W. E.

A District Level Planning Model.
24p. 1mf. L1 ED 458 697

McIntosh, Angela

Addressing the Issue of Disproportionate Representation: Identification and Assessment of Culturally Diverse Students with Emotional or Behavioral Disorders. Fourth CCBD Mini-Library Series: Addressing the Diverse Needs of Children and Youth with Emotional/Behavioral Disorders--Programs that Work.
74p. 1mf. L2 ED 458 779

McKenna, Angela

Certificates in English Language Literacies (CELL). Adult Education in the Community.
126p. 2mf. L1 ED 458 835

McKenney, Cynthia B.

Women Chief Academic Officers of Public Community Colleges: Career Paths and Mobility Factors.
138p. 2mf. L1 ED 458 923

McKinney, Marilyn

In Pursuit of Teacher Quality: Three Models of Success.
27p. 1mf. L1 ED 459 167

McKinnon, Cole Marie

Preventing and Reporting Resident Abuse in Assisted Living: A Learning Module for Resident Assistants.
22p. 1mf. L1 ED 458 398

Palomba, Geremia

Financing, Efficiency, and Equity in Albanian Education. World Bank Technical Paper.
111p. 2mf. L2 ED 458 723

Pang, Valerie Ooka

Multicultural Education: A Caring-Centered, Reflective Approach.
284p. 0mf. L3 ED 459 177

Papillo, Angela Romano

Early Care and Education: Work Support for Families and Developmental Opportunity for Young Children. Occasional Paper. Assessing the New Federalism: An Urban Institute Program To Assess Changing Social Policies.
41p. 1mf. L1 ED 458 966

Pardi, Marco M.

Focus Groups with Linguistically Marginalized Populations.
25p. 1mf. L1 ED 458 802

Parker, Carolyn

An Action Research Perspective of Making Connections between Science and Mathematics in a Science Methods Course.
22p. 1mf. L1 ED 459 071

What Beliefs and Intentions Concerning Science and Mathematics and the Teaching of Those Subjects Do Reform-Prepared Specialist Elementary/Middle Level Teachers Bring to the Workplace?
22p. 1mf. L1 ED 459 070

Parker, Ted

A Cost-Benefit Analysis of Hollow Water's Community Holistic Circle Healing Process.
107p. 2mf. L1 ED 459 018

Pate, Sharon Shamburger

The Influence of a Mandatory School Uniform Policy.
13p. 1mf. L1 ED 458 695

Patelis, Thanos

Factorial Invariance of the Advanced Placement International English Language Exam (APIEL R) across Chinese and German Samples.
26p. 1mf. L1 ED 459 199

Measuring Knowledge of Introductory Psychology: What Are the Relevant Constructs?
31p. 1mf. L1 ED 459 200

Patsula, Liane

Adapting Tests for Use in Multiple Languages and Cultures. Laboratory of Psychometric and Evaluative Research Report.
30p. 1mf. L1 ED 459 207

Paynter, Diane E.

Effect of Repeated Reading and Self-Directed Behavior on Reading Skills and Generalization of the Reading Skills of Third-Grade Hill Tribe Students.

19p. 1mf. L1 ED 458 531

Sanborn, Fred W.

Counselors' Perceptions of Court-Referred and Non Court-Referred Drug Clients.

9p. 1mf. L1 ED 458 509

Sanders, Jo-Ann Lipford, Ed.

Counseling African American Families. The Family Psychology and Counseling Series.

110p. 2mf. L2 ED 458 514

Sanders, John R.

Milestones in Rural Education, 1950-2000. A SERVE Special Report.

10p. 1mf. L1 ED 459 057

Sanders, Phyllis

Parent, Teacher, and Student Satisfaction with Year-Round School Intersession.

35p. 1mf. L2 ED 458 696

Sandoz, Sylvia J.

Lane Community College Student Follow-Up Study, Spring 2001. 1999-2000 Students: One Year Later.

98p. 2mf. L1 ED 458 908

Sapia, Jennifer L.

Eating Disorder Prevention Programming.

24p. 1mf. L1 ED 458 462

Sarmento, Ana Leonor

The Financing of Vocational Education and Training in Portugal. Financing Portrait. CEDEFOP Panorama Series.

93p. 1mf. L1 ED 458 449

Saul, Jeffery M.

Evaluating Introductory Physics Classes in Light of the ABET Criteria: An Example from the SCALE-UP Project.

16p. 1mf. L1 ED 459 063

Introduction to SCALE-UP: Student-Centered Activities for Large Enrollment University Physics.

13p. 1mf. L1 ED 459 062

Sauls, Samuel J.

Understanding Your Media Outlet: An Administrative Guide to the School Radio Station.

20p. 1mf. L1 ED 458 644

Saunders, George A.

Thomas, Nina K.

Coming to Terms with the Past: Lessons from War-Torn Countries.
12p. 1mf. L2 ED 458 494

Thomas-Clark, Cheryl

The Majors Fair: Helping College Students Decide on Majors.
12p. 1mf. L1 ED 458 486

Thompson, Ian

Ways forward with ICT: Effective Pedagogy Using Information and Communications Technology for Literacy and Numeracy in Primary Schools.
129p. 2mf. L1 ED 458 652

Thompson, Jean

Competent Children at 10: Families, Early Education, and Schools.
306p. 4mf. L2 ED 458 957

Thompson, Sandra J.

A Self-Study Guide to Implementation of Inclusive Assessment and Accountability Systems. A Best Practice Approach.
73p. 1mf. L1 ED 459 190

Thornton, Kelby

Entrepreneurship Education for At-Risk Youth: A Successful Model for University/Business Partnerships.
20p. 1mf. L1 ED 458 357

Thurlow, Martha

Addressing the Issue of Disproportionate Representation: Identification and Assessment of Culturally Diverse Students with Emotional or Behavioral Disorders. Fourth CCBD Mini-Library Series: Addressing the Diverse Needs of Children and Youth with Emotional/Behavioral Disorders--Programs that Work.
74p. 1mf. L2 ED 458 779

Read-Aloud Accommodation: Effects on Multiple-Choice Reading and Math Items. Technical Report.
31p. 1mf. L1 ED 458 740

State and District Assessments as an Avenue to Equity and Excellence for English Language Learners with Disabilities. LEP Projects Report.
30p. 1mf. L1 ED 458 739

Thurlow, Martha L.

A Self-Study Guide to Implementation of Inclusive Assessment and Accountability Systems. A Best Practice Approach.
73p. 1mf. L1 ED 459 190

Tibbetts, John

SCANS-Related, Project-Based Instruction and Learning in Adult Education: A Professional Development Packet.
117p. 2mf. L1 ED 458 416

Actions, 2001.
90p. 1mf. L1 ED 458 891

Barrett, Molly Holme

Organizing Community-Wide Dialogue for Action and Change: A Step-by-Step Guide.
162p. 2mf. L1 ED 458 384

Barton, Fred

Holy Mitosis Batman, It's a Gamete: Blending (Bending) the Research Genre.
17p. 1mf. L1 ED 458 618

Bastick, Tony

Relationships between In-Course Alignment Indicators and Post-Course Criteria of Quality Teaching and Learning in Higher Education.
9p. 1mf. L1 ED 458 863

A Test of the Instructional Strategy of Using Advance Organizers.
16p. 1mf. L1 ED 459 206

Batson, Ted

Assessment and the Adult Learner: Does Authentic Assessment Influence Learning?
22p. 1mf. L1 ED 459 208

Bear, George G.

Interim Alternative Educational Settings for Children with Disabilities.
60p. 1mf. L1 ED 458 747

Beasley, Steven E.

Competency-Based Behavioral Interviewing: How To Prepare and Win!
7p. 1mf. L1 ED 458 484

Bechard, Sue

Models for Reporting the Results of Alternate Assessments within State Accountability Systems. Synthesis Report.
22p. 1mf. L1 ED 458 741

Beck, Peggy

GlobaLinks: Resources for World Studies, Grades K-8.
160p. 0mf. L3 ED 459 105

Beckhusen, Lesah

SkillScan Online: Have Skills, Will Travel.
5p. 1mf. L1 ED 458 485

Beckman, Pat

Access to the General Education Curriculum for Students with Disabilities. ERIC Digest.
4p. 1mf. L1 ED 458 735

A Special Remedy: Roma and Schools for the Mentally Handicapped in the Czech Republic. Country Reports Series.
139p. 2mf. L1 ED 459 273

Chope, Robert C.

Exploration of the Emotional Avenues of Career Change.
11p. 1mf. L1 ED 458 487

Christiansen, Helen, Ed.

Reeducating the Educator: Global Perspectives on Community Building. SUNY Series, Teacher Preparation and Development.
242p. 0mf. L3 ED 459 166

Chun, Tammi

School and Classroom Practices during Two Years of Education Reform in Washington State. CSE Technical Report.
43p. 1mf. L1 ED 459 194

Chung, Choong-Geun

Assessing the Rationales for Educational Reforms: A Test of the Professional Development, Comprehensive Reform, and Direct Instruction Hypotheses. Policy Research Report.
40p. 1mf. L1 ED 458 641

Clark, Gary M.

Transition Education and Services for Adolescents with Disabilities. Third Edition.
422p. 0mf. L3 ED 458 389

Clark, Patricia

Nueva investigacion sobre kindergarten de dia completo (Recent Research on All-Day Kindergarten). ERIC Digest.
4p. 1mf. L1 ED 458 990

Clark, Rosemary

Informal/Formal Learning and Workload among Ontario Secondary School Teachers. NALL Working Paper.
42p. 1mf. L1 ED 459 170

Teacher Learning, Informal and Formal: Results of a Canadian Teachers' Federation Survey. NALL Working Paper.
26p. 1mf. L1 ED 459 169

Clement, Priscilla Ferguson, Ed.

Boyhood in America: An Encyclopedia. Volumes 1 and 2. The American Family.
845p. 0mf. L3 ED 459 113

Clery, Sue

Higher Education Staff.
8p. 1mf. L1 ED 458 847

Clery, Suzanne B.

Part-Time Faculty.

Computer and Information Technologies: Resources for the Postsecondary Education of Students with Disabilities. Final Report to the Office of Learning Technologies.
149p. 2mf. L1 ED 458 733

Fieldgate, Karin, Ed.

Helping To Establish a Culture of Learning and Teaching in South Africa. Education Africa Forum. Second Edition.
0p. 0mf. L3 ED 459 143

Finck, Brian

The Majors Fair: Helping College Students Decide on Majors.
12p. 1mf. L1 ED 458 486

Findeis, Jill L.

Welfare Reform in Rural America: A Review of Current Research.
65p. 1mf. L1 ED 459 054

Fiorito, Basil A.

Concurrent and Discriminant Validity of the Means-Ends Spirituality Questionnaire.
25p. 1mf. L1 ED 458 475

Fishbein, Harold

Children's Attitudes toward Race and Gender.
17p. 1mf. L1 ED 458 469

Fisher, Anne

If My Career's on the Fast Track, Where Do I Get a Road Map? Surviving and Thriving in the Real World of Work.
272p. 0mf. L3 ED 458 388

Fisher, William

Calibrating a Measure of Motivation in Using Technology.
17p. 1mf. L1 ED 458 874

Fitzgerald, Hiram E., Ed.

Infancy in America: An Encyclopedia. Volumes One and Two. The American Family.
769p. 0mf. L3 ED 459 008

Fitzkee, Thomas L.

Can You Beat the SC Tuition Prepayment Program?
13p. 1mf. L1 ED 459 079

Fleer, Marilyn

I Want To Know...? Learning about Science.
25p. 1mf. L2 ED 458 983

Fleming, Brenda L.

Vermont's Act 60: Comprehensive School Finance Reform--Effects in the First Year of Full Implementation.
23p. 1mf. L1 ED 458 676

14p. 1mf. L1 ED 459 078

Hayes, Richard L.

Developing Psycho-Educational Groups for Japanese High Schools.
35p. 1mf. L1 ED 458 460

Heitmann, Gunter

European Structures of Qualification Levels: Reports on Recent Developments in Germany, Spain, France, the Netherlands and in the United Kingdom (England and Wales). Volume 3.
62p. 1mf. L1 ED 458 446

Helburn, Suzanne W.

America's Child Care Problem: The Way Out.
262p. 0mf. L3 ED 459 009

Hellemans, Jacques

Vocational Education and Training in Belgium. Second Edition.
145p. 2mf. L1 ED 458 448

Henchy, Geri

WIC in Native American Communities: Building a Healthier America. Report Summary.
19p. 1mf. L1 ED 459 050

Henderson, Brian

Ways forward with ICT: Effective Pedagogy Using Information and Communications Technology for Literacy and Numeracy in Primary Schools.
129p. 2mf. L1 ED 458 652

Henderson, Cathy

College Freshmen with Disabilities, 2001: A Biennial Statistical Profile.
45p. 1mf. L1 ED 458 728

Hendy, Lesley

Supporting Drama and Imaginative Play in the Early Years. Supporting Early Learning.
171p. 0mf. L3 ED 458 942

Henry, Mark

Welfare Reform in Rural America: A Review of Current Research.
65p. 1mf. L1 ED 459 054

Herbert, Alan

Testing Non-Nil Null Hypotheses with t Tests of Group Means: A Monte Carlo Study.
29p. 1mf. L1 ED 459 202

Herndon, Scott

Brave New Voices: The YOUTH SPEAKS Guide to Teaching Spoken Word Poetry.

Partnering for Quality under the Workforce Investment Act: A Tool Kit for One-Stop System Building. Module 1: Reviewing System-Building Progress and Developing a Blueprint for WIA Transition. Trainer Manual with Participant Workbook.
110p. 2mf. L1 ED 458 422

Partnering for Quality under the Workforce Investment Act: A Tool Kit for One-Stop System Building. Module 2: Partnering and Organizational Change. Trainer Manual with Participant Workbook.
149p. 2mf. L1 ED 458 423

Partnering for Quality under the Workforce Investment Act: A Tool Kit for One-Stop System Building. Module 3: Collecting and Using Customer Feedback. Trainer Manual with Participant Workbook.
124p. 2mf. L1 ED 458 424

Partnering for Quality under the Workforce Investment Act: A Tool Kit for One-Stop System Building. Module 4: Designing a System for the Delivery of Integrated Services. Trainer Manual with Participant Workbook.
107p. 2mf. L1 ED 458 425

Partnering for Quality under the Workforce Investment Act: A Tool Kit for One-Stop System Building. Module 5: Building a Process for Continuous Improvement. Training Manual with Participant Workbook.
108p. 2mf. L1 ED 458 426

Partnering for Quality under the Workforce Investment Act: A Tool Kit for One-Stop System Building. Summary of Tools.
44p. 1mf. L1 ED 458 427

Krishnamani, Vatsala

Using Technology as a Tool in Abstract Algebra and Calculus: The MTSU Experience.
6p. 1mf. L1 ED 459 081

Krisko, Mary Ellen

Teacher Leadership: A Profile To Identify the Potential.
15p. 1mf. L1 ED 459 147

Krueger, Gretchen

The Majors Fair: Helping College Students Decide on Majors.
12p. 1mf. L1 ED 458 486

Kumaraswamy, N.

Psychotherapy in an International Setting: A Malaysian Perspective.
10p. 1mf. L1 ED 458 470

Kyle, Elizabeth

Learning by Doing: The Role of Active Learning in the Reform Movement.
5p. 1mf. L1 ED 459 084

Laboucane, Patti

McLaughlin, Maureen

Guided Comprehension: A Teaching Model for Grades 3-8.
310p. 4mf. L1 ED 458 563

McLaughlin, Milbrey W.

Professional Communities and the Work of High School Teaching.
192p. 0mf. L3 ED 459 157

McMillen, Brad

Increasing Opportunity To Learn via Access to Rigorous Courses and Programs: One Strategy for Closing the Achievement Gap for At-Risk and Ethnic Minority Students.
75p. 1mf. L1 ED 459 303

McNamara, Jeanne

Fitness Day. Lesson Plan.
6p. 1mf. L1 ED 459 100

Holiday Market Basket Information. Lesson Plan.
6p. 1mf. L1 ED 459 099

McNamara, Sylvia

Changing Behaviour: Teaching Children with Emotional and Behavioural Difficulties in Primary and Secondary Classrooms. Second Edition.
176p. 0mf. L3 ED 458 768

McSwan, David

School at the Centre (SatC): A Pilot Project in North Queensland. Report One: Completion of Phase One, the US Visit and Visits to Australian Schools.
156p. 2mf. L1 ED 459 025

A Whole Community Approach to Otitis Media--Reducing Its Incidence and Effects. Report.
62p. 1mf. L1 ED 459 024

McVannel, Martha Erwin

Providing Career Counseling to Lesbian Women.
17p. 1mf. L1 ED 458 442

Mead, Lawrence M.

Implementing Work Requirements in Wisconsin. Discussion Paper.
33p. 1mf. L2 ED 459 308

Mead, Sara

School Construction. Policy Report.
12p. 1mf. L1 ED 458 785

Meadmore, Daphne, Ed.

The Extra-Ordinary School: Parergonality & Pedagogy. Counterpoints: Studies in the Postmodern Theory of Education.
212p. 0mf. L3 ED 458 686

A Handbook for Classroom Instruction That Works.
395p. 5mf. L2 ED 459 151

Peace, Sandra DeAngelis

In Pursuit of Teacher Quality: Three Models of Success.
27p. 1mf. L1 ED 459 167

Peacock, Thomas

Our Children's Songs: American Indian Students and the Schools.
8p. 1mf. L1 ED 459 045

Peacoraro, Diane, Ed.

LEP Parent Involvement Project: A Guide for Connecting Immigrant Parents and Schools.
183p. 2mf. L1 ED 458 831

Peca, Kathy

Paradigmatic Differences in Educational Administration: Positivism and Critical Theory.
57p. 1mf. L1 ED 458 706

Pedro-Carroll, JoAnne

The Promotion of Wellness in Children and Families: Challenges and Opportunities.
40p. 1mf. L1 ED 458 502

Pehrsson, Dale

A Taxonomy of Career Development Interventions That Occur in U.S. Secondary Schools.
39p. 1mf. L1 ED 458 408

Peine, Emelie

Welfare Reform in Rural America: A Review of Current Research.
65p. 1mf. L1 ED 459 054

Peiperl, Maury A., Ed.

Career Frontiers: New Conceptions of Working Lives.
290p. 0mf. L3 ED 458 387

Pellegrini, Anthony D.

The Child at School: Interactions with Peers and Teachers. Texts in Developmental Psychology.
256p. 0mf. L3 ED 458 951

Pembrook, Randall G., Ed.

Missouri Journal of Research in Music Education, 1989-1994.
522p. 6mf. L1 ED 459 096

Pentino, Marc D.

Racial Harassment in Vermont Public Schools.
149p. 2mf. L1 ED 459 294

Assessment and the Adult Learner: Does Authentic Assessment Influence Learning?
22p. 1mf. L1 ED 459 208

Saunders, Nancy G.

Assessment and the Adult Learner: Does Authentic Assessment Influence Learning?
22p. 1mf. L1 ED 459 208

Saunders, Suzanne

Fragile X Syndrome: A Guide for Teachers.
114p. 0mf. L3 ED 458 780

Sawma, Joseph Terry

A Quantitative Longitudinal Analysis of North Harris Montgomery Community College District's Developmental Studies Program as a Model for Developmental Studies Program Evaluation.
122p. 2mf. L1 ED 458 906

Sayed, Haneen

Poverty, Education and Health in Indonesia: Who Benefits from Public Spending? Working Paper.
64p. 1mf. L2 ED 459 053

Scala, Marilyn C.

Working Together: Reading and Writing in Inclusive Classrooms.
181p. 2mf. L1 ED 458 599

Scanlon, Dennis C.

Characteristics of Teacher Educators in Career and Technical Education.
81p. 1mf. L1 ED 458 407

Schaffert, Tim

Pathways to Career Success for Minorities: A Resource Guide to Colleges, Financial Aid, and Work.
378p. 0mf. L3 ED 458 403

Scheffel, Debora L.

Computer Mediated Linguistic Interaction as a Tool for the Social Construction of Knowledge.
8p. 1mf. L1 ED 458 670

Schmelkin, Liora P.

Alcohol Use among University Students: Incidence, Reasons, and Effects.
10p. 1mf. L1 ED 458 472

Schmid, Carol L.

The Politics of Language: Conflict, Identity, and Cultural Pluralism in Comparative Perspective.
229p. 0mf. L3 ED 458 805

Schmidt-Sinns, Dieter

Timothy, Mary

How Does Teacher Reflection Affect Teaching Practices? Follow-Up Study.
26p. 1mf. L1 ED 458 527

Tinklin, Teresa

What Happened to the Consensus on Higher Still? CES Briefing.
6p. 1mf. L1 ED 459 115

Tintera, Ping-Jung

Issues Concerning Public School Dropouts in South Texas.
59p. 1mf. L1 ED 458 705

Tobin, Joseph

"Good Guys Don't Wear Hats": Children's Talk about the Media.
176p. 0mf. L3 ED 458 947

Toon, Lucy

Supporting Drama and Imaginative Play in the Early Years. Supporting Early Learning.
171p. 0mf. L3 ED 458 942

Torgesen, Joseph

Improving Early Literacy Skills To Reduce Special Education Referrals. Issue Brief.
7p. 1mf. L2 ED 458 571

Torgesen, Joseph K.

Empirical and Theoretical Support for Direct Diagnosis of Learning Disabilities by Assessment of Intrinsic Processing Weaknesses. Executive Summary.
7p. 1mf. L1 ED 458 760

Torsney, Janet

A Century for Children...It Starts with Us. Save the Children 2000 Annual Report.
55p. 1mf. L1 ED 458 963

Meeting the Need. Save the Children 1999 Annual Report.
45p. 1mf. L1 ED 458 962

Tout, Kathryn

Early Care and Education: Work Support for Families and Developmental Opportunity for Young Children. Occasional Paper. Assessing the New Federalism: An Urban Institute Program To Assess Changing Social Policies.
41p. 1mf. L1 ED 458 966

Travis, Dennis B.

Effective Unit Planning: From Theory to Reality.
14p. 1mf. L1 ED 459 173

Traviss, Mary Peter

Beech, Marty

Accommodations and Modifications: What Parents Need To Know = Facilidades y modificaciones: Lo que los padres necesitan saber.
54p. 1mf. L1 ED 458 752

Beichner, Robert J.

Evaluating Introductory Physics Classes in Light of the ABET Criteria: An Example from the SCALE-UP Project.
16p. 1mf. L1 ED 459 063

Introduction to SCALE-UP: Student-Centered Activities for Large Enrollment University Physics.
13p. 1mf. L1 ED 459 062

Belanger, Paul

The Financing of Adult Learning in Civil Society: A European Exploratory Study.
146p. 2mf. L1 ED 458 362

Beleu, Steve

Yoga Asanas for the Relief and Prevention of Carpal Tunnel Syndrome.
8p. 1mf. L1 ED 459 162

Bell, Mary Ann

Cyberethics and K.I.S.S.--Keeping It Simple for Success!
8p. 1mf. L1 ED 458 892

Berg, Kathleen, Ed.

Pacific Educational Research Journal, 2000.
114p. 2mf. L1 ED 459 196

Berg-Kolin, Helene

The Majors Fair: Helping College Students Decide on Majors.
12p. 1mf. L1 ED 458 486

Bergee, Martin J., Ed.

Missouri Journal of Research in Music Education, 1995-2000.
421p. 5mf. L1 ED 459 097

Bergen, Doris

Brain Research and Childhood Education: Implications for Educators.
75p. 1mf. L2 ED 458 943

Bergmann, Barbara R.

America's Child Care Problem: The Way Out.
262p. 0mf. L3 ED 459 009

Bertolo, Stefano, Ed.

Language Acquisition and Learnability.
255p. 0mf. L3 ED 458 808

10p. 1mf. L1 ED 458 848

Cline, Tony

Principles and Practise of Fair Assessment.
13p. 1mf. L1 ED 459 309

Clover, Darlene E.

The Nature of Transformation: Environmental Adult Education. Second Edition.
106p. 0mf. L3 ED 458 371

Cobb, Carolyn

Increasing Opportunity To Learn via Access to Rigorous Courses and Programs: One Strategy for Closing the Achievement Gap for At-Risk and Ethnic Minority Students.
75p. 1mf. L1 ED 459 303

Cohen, Jonathan, Ed.

Educating Minds and Hearts: Social Emotional Learning and the Passage into Adolescence. Series on Social Emotional Learning.
216p. 0mf. L3 ED 458 945

Cole, Ardra L., Ed.

Lives in Context: The Art of Life History Research.
272p. 0mf. L3 ED 459 117

Collins, Joey A.

Conflict Management: Cues and Implications for Managers from Conflict Research.
69p. 1mf. L1 ED 458 415

Collins, Tim

Milestones in Rural Education, 1950-2000. A SERVE Special Report.
10p. 1mf. L1 ED 459 057

Compan, Boonlert

Effect of Repeated Reading and Self-Directed Behavior on Reading Skills and Generalization of the Reading Skills of Third-Grade Hill Tribe Students.
19p. 1mf. L1 ED 458 531

Cortese, Anthony

Education for Sustainability: The Need for a New Human Perspective.
13p. 1mf. L1 ED 459 069

Coscia, Juliet

Brain Research and Childhood Education: Implications for Educators.
75p. 1mf. L2 ED 458 943

Costello, Anthony

State of the World's Newborns: A Report from Saving Newborn

Fletcher, Jack M.

Classification of Learning Disabilities: An Evidence-Based Evaluation. Executive Summary.
9p. 1mf. L1 ED 458 762

Fletcher, Ralph

Writing Workshop: The Essential Guide.
163p. 0mf. L3 ED 458 608

Florez, MaryAnn Cunningham

Beginning To Work with Adult English Language Learners: Some Considerations. ERIC Q & A.
6p. 1mf. L1 ED 458 837

Flowers, Nancy

The Human Rights Education Handbook: Effective Practices for Learning, Action, and Change. Human Rights Education Series, Topic Book.
172p. 2mf. L2 ED 459 128

Fluellen, Jerry Ellsworth, Jr.

Heroes and Terrorists: ELA for the 21st Century.
19p. 1mf. L1 ED 458 593

Folden, Pam, Ed.

West Virginia KIDS COUNT Data Book: 2000 County Profiles of Child Well-Being.
193p. 2mf. L1 ED 458 960

Follen, Shirley

The Nature of Transformation: Environmental Adult Education. Second Edition.
106p. 0mf. L3 ED 458 371

Follo, Eric

Effective Unit Planning: From Theory to Reality.
14p. 1mf. L1 ED 459 173

Fondeller, Sharon

Teacher Followup Survey, 1994-1995: Data File User's Manual, Public-Use Version. Schools and Staffing Survey.
365p. 4mf. L1 ED 459 209

Ford, Lori D.

Asian American College Students' Beliefs and Perceptions of Therapy.
35p. 1mf. L1 ED 458 474

Forde, Jan

Developing a Storysack Project within a Sure Start Initiative: Reflections and Emerging Findings on Working Together with Parents To Produce a Community Resource.

120p. 0mf. L3 ED 458 653

Herr, Edwin L.

Achieving Life Balance: Myths, Realities, and Developmental Perspectives. Information Series.
46p. 1mf. L1 ED 458 420

A Taxonomy of Career Development Interventions That Occur in U.S. Secondary Schools.
39p. 1mf. L1 ED 458 408

Heslop, Joanne

Profile of BC College Transfer Students Admitted to BC Universities, 1994/95 to 1998/99.
93p. 1mf. L1 ED 458 926

Hesmondhalgh, Matthew

Access and Inclusion for Children with Autistic Spectrum Disorders: "Let Me In."
247p. 0mf. L3 ED 458 763

Heugl, Helmut

The Necessary Fundamental Algebraic Competence in the Age of Computer Algebra Systems.
37p. 1mf. L1 ED 459 060

Hevern, Vincent W.

Teaching Narrative in Psychology: Scholarly Foundations and Advisement Resources.
16p. 1mf. L1 ED 458 467

Hewes, Dorothy W.

The Egalitarian Marriages of Six Froebelian Leaders in Late Nineteenth Century America.
23p. 1mf. L1 ED 458 997

Hickey, Damon D.

When Change Is Set in Stone: An Analysis of Seven Academic Libraries Designed by Perry Dean Rogers & Partners, Architects.
103p. 0mf. L3 ED 458 876

Hicks, Deborah

Reading Lives: Working-Class Children and Literacy Learning. Language and Literacy Series.
180p. 0mf. L3 ED 459 284

Higgins, Alice

Parent-Child Communication and Its Perceived Effects on the Young Child's Developing Self-Concept.
27p. 1mf. L1 ED 458 631

Higgins, Steve

Ways forward with ICT: Effective Pedagogy Using Information and Communications Technology for Literacy and Numeracy in Primary

A Cost-Benefit Analysis of Hollow Water's Community Holistic Circle Healing Process.
107p. 2mf. L1 ED 459 018

Ladd, Pam Leneave

Teaching Idea Development: A Standards-Based Critical-Thinking Approach to Writing.
134p. 2mf. L2 ED 458 580

Lai, Morris, Ed.

Pacific Educational Research Journal, 2000.
114p. 2mf. L1 ED 459 196

Lam, Shui-fong

The Effects of Classroom Competition on Achievement Motivation.
27p. 1mf. L1 ED 458 511

Lambert, Michael Charles

Culturally and Linguistically Diverse Students with Behavioral Disorders. Fourth CCBD Mini-Library Series: Addressing the Diverse Needs of Children and Youth with Emotional/Behavioral Disorders--Programs That Work.
80p. 1mf. L2 ED 458 778

Landesman, John

Organizing Community-Wide Dialogue for Action and Change: A Step-by-Step Guide.
162p. 2mf. L1 ED 458 384

Lanjouw, Peter

Poverty, Education and Health in Indonesia: Who Benefits from Public Spending? Working Paper.
64p. 1mf. L2 ED 459 053

Larson, Kathlene

Promoting Healthy Youth, Schools, and Communities: A Guide to Community-School Health Advisory Councils.
168p. 2mf. L1 ED 459 140

LaRue, Charles

Newcomers and the Environment: ESL Textbook with Teaching Guide--Answer Key and ESL Textbook. Advanced Level.
138p. 2mf. L1 ED 458 841

Newcomers and the Environment: Teaching Guide--Answer Key and ESL Textbook. Intermediate Level.
85p. 1mf. L1 ED 458 840

LaRue, Pamela

Newcomers and the Environment: ESL Textbook with Teaching Guide--Answer Key and ESL Textbook. Advanced Level.
138p. 2mf. L1 ED 458 841

Newcomers and the Environment: Teaching Guide--Answer Key and ESL Textbook. Intermediate Level.

Medel-Anonuevo, Carolyn, Ed.

Creative and Inclusive Strategies for Lifelong Learning: Report of International Roundtable (Hamburg, Germany, November 27-29, 2000).

123p. 2mf. L1 ED 458 361

Medrano, Lydia

They Are Our Kids: Significant Findings from a 1998 Latino Dropout Study.

18p. 1mf. L1 ED 459 033

Meehan, George

Evaluation of the Courtlink Auto Crime Prevention Program (CACPP) for Senior Elementary and Alternative School Students in British Columbia.

156p. 2mf. L1 ED 459 291

Meehan, Merrill L.

Evaluating the Use of Student and Parent GEAR UP Survey Summaries in a Rural, Nine-County Region.

19p. 1mf. L1 ED 459 041

Mehrotra, Chandra M.

Integrating Teaching and Scholarship in Psychology of Aging.

17p. 1mf. L1 ED 458 507

Meier, Daniel R.

Scribble Scrabble--Learning To Read and Write: Success with Diverse Teachers, Children, and Families.

168p. 0mf. L3 ED 458 946

Meld, Andrea

Running Start Research and Discussion.

12p. 1mf. L1 ED 458 914

Mello, Robin

"Creating Pictures in My Mind": A Qualitative Study of Children's Responses to Storytelling in the Classroom.

9p. 1mf. L2 ED 458 586

Melnick, Sara

Linking Service-Learning and School-to-Work: Policy, Partnerships and Practice To Help All Students Succeed.

33p. 1mf. L1 ED 458 441

Mercer, Cecil D.

Learning Disabilities: Historical Perspectives. Executive Summary.

9p. 1mf. L1 ED 458 756

Meschtyb, Nina

Adult Education and Indigenous Peoples in Russia. International

Perez, Luisa

Electronic Mail in Foreign Language Learning Revisited.
25p. 1mf. L1 ED 458 817

Perez, Ricardo E.

Engendering Student Success: A Study of Long Beach City College EOP&S Students.
309p. 4mf. L1 ED 458 924

Perez, Susan M.

Parenting Practices and Children's Participation in Planning.
9p. 1mf. L1 ED 458 996

Perkins, Peggy G.

In Pursuit of Teacher Quality: Three Models of Success.
27p. 1mf. L1 ED 459 167

Perry, Amy

Reasons for and Solutions to Lack of Parent Involvement of Parents of Second Language Learners.
17p. 1mf. L1 ED 458 956

Peterson, Barbara

Literary Pathways: Selecting Books To Support New Readers.
217p. 0mf. L3 ED 458 549

Peterson, Cynthia L.

Building Reading Proficiency at the Secondary Level: A Guide to Resources. Introduction.
150p. 2mf. L1 ED 458 562

Peterson, Karen

Emerging Leaders: An Annotated Bibliography.
54p. 1mf. L2 ED 458 724

Peterson, Reece L.

Dealing with Behaviors Perceived as Unacceptable in Schools: The Interim Alternative Educational Setting Solution. Fourth CCBD Mini-Library Series: Addressing the Diverse Needs of Children and Youth with Emotional/Behavioral Disorders--Programs That Work.
40p. 1mf. L2 ED 458 774

Petrova, Dimitrina

Campland: Racial Segregation of Roma in Italy. Country Reports Series.
115p. 2mf. L1 ED 459 274

State of Impunity: Human Rights Abuse of Roma in Romania. Country Reports Series.
156p. 2mf. L1 ED 459 305

Petrus, Keres

Political Learning in the Historical Context. International Studies in Political Socialisation and Political Education.
137p. 0mf. L3 ED 459 087

Schmoker, Mike

The Results Fieldbook: Practical Strategies from Dramatically Improved Schools.
162p. 2mf. L2 ED 458 722

Schneider, Lawrence J.

Perceived Counselor Acculturation Levels: Their Pertinence to Caucasian Client Expectations.
33p. 1mf. L1 ED 458 477

Schneider, Monica H.

Improving Career Self-Efficacy in Emerging Adults with Limited Life Experiences.
7p. 1mf. L1 ED 458 491

Schulman, Karen

A Fragile Foundation: State Child Care Assistance Policies.
227p. 3mf. L2 ED 458 994

Schultz, T. Paul

School Subsidies for the Poor: Evaluating the Mexican Progresa Poverty Program. Center Discussion Paper.
84p. 1mf. L1 ED 459 046

Schwartzman, Roy

"In Loco Communitas": Service-Learning and the Liberal Arts.
26p. 1mf. L1 ED 458 654

Scribner, Alicia Paredes

High-Performing Schools Serving Mexican American Students: What They Can Teach Us. ERIC Digest.
4p. 1mf. L1 ED 459 048

Scribner, Jay D.

High-Performing Schools Serving Mexican American Students: What They Can Teach Us. ERIC Digest.
4p. 1mf. L1 ED 459 048

Scully, Patrick L.

Organizing Community-Wide Dialogue for Action and Change: A Step-by-Step Guide.
162p. 2mf. L1 ED 458 384

Searle, Jean

Seeding Literacy: Adult Educators Research Their Practice.
111p. 2mf. L1 ED 458 375

Seavey, Dorie

Pioneer Mentoring in Teacher Preparation: From the Voices of Women Religious.

195p. 0mf. L3 ED 459 178

Trivisvavet, Supamas

Thailand--Secondary Education for Employment, Volume I: A Policy Note.

57p. 1mf. L2 ED 459 129

Tse, Harrison

Ways forward with ICT: Effective Pedagogy Using Information and Communications Technology for Literacy and Numeracy in Primary Schools.

129p. 2mf. L1 ED 458 652

Tucker, G. Richard

Applied Linguistics in the Philippines.

11p. 1mf. L1 ED 458 792

Tymms, Peter

Ways forward with ICT: Effective Pedagogy Using Information and Communications Technology for Literacy and Numeracy in Primary Schools.

129p. 2mf. L1 ED 458 652

Tyson, Karolyn

Increasing Opportunity To Learn via Access to Rigorous Courses and Programs: One Strategy for Closing the Achievement Gap for At-Risk and Ethnic Minority Students.

75p. 1mf. L1 ED 459 303

Ulmer, Constance

How Does Teacher Reflection Affect Teaching Practices? Follow-Up Study.

26p. 1mf. L1 ED 458 527

Usrey, Deborah

Computer Mediated Linguistic Interaction as a Tool for the Social Construction of Knowledge.

8p. 1mf. L1 ED 458 670

Valtin, Renate

Social Support versus Self-Realization: Friendship Conceptions of Adolescents and Adults in an East-West Comparison.

21p. 1mf. L1 ED 458 636

Van Acker, Richard

The Challenges of Gangs and Youth Violence in the Schools. Fourth CCBD Mini-Library Series: Addressing the Diverse Needs of Children and Youth with Emotional/Behavioral Disorders--Programs That Work.

54p. 1mf. L2 ED 458 773

van den Broek, Paul

Bess, Roseana

Running To Keep in Place: The Continuing Evolution of Our Nation's Child Welfare System. Occasional Paper. Assessing the New Federalism: An Urban Institute Program To Assess Changing Social Policies.
33p. 1mf. L1 ED 459 281

Best, Clayton

Survey of State Correctional Education Systems: Analysis of Data from 1992 Field Test.
106p. 2mf. L1 ED 459 210

Using Correctional Education Data: Issues and Strategies.
57p. 1mf. L1 ED 459 211

Bickham, Tracy

Emphasis Placed on Current Assessment Procedures Affects the Way Teachers Teach.
43p. 1mf. L1 ED 458 632

Bidell, Markus Paul

Measuring Counselor Competence with Lesbian/Gay/Bisexual Clients: Implications for Multicultural Training.
15p. 1mf. L1 ED 458 454

Bielinski, John

Read-Aloud Accommodation: Effects on Multiple-Choice Reading and Math Items. Technical Report.
31p. 1mf. L1 ED 458 740

Bierschenk, Bernhard

Geometric Foundation and Quantification of the Flow in a Verbal Expression.
29p. 1mf. L1 ED 459 193

Bindeman, Steven

Levinas: The Face of Otherness and the Ethics of Therapy.
11p. 1mf. L1 ED 458 457

Bingman, Beth

Results That Matter: An Approach to Program Quality Using Equipped for the Future.
36p. 1mf. L1 ED 458 397

Birkenholz, Robert J.

Assessing Research Capacity in Agricultural Education: A Case Study of NCA-24 Institutions.
14p. 1mf. L1 ED 458 862

Assessing Research Capacity in Agricultural Education: A Summary of Twelve Land Grant Program Administrators.
14p. 1mf. L1 ED 458 861

Bissell, Mary K.

Lives.
59p. 1mf. L1 ED 458 972

Cotton, Christopher S.

Failing Schools in Michigan: The Surprising Scale.
40p. 1mf. L1 ED 459 201

Cotton, Paul

Vocational Education and Training in Belgium. Brief Description. CEDEFOP Panorama Series.
41p. 1mf. L1 ED 458 450

Couture, Joe

A Cost-Benefit Analysis of Hollow Water's Community Holistic Circle Healing Process.
107p. 2mf. L1 ED 459 018

Couture, Ruth

A Cost-Benefit Analysis of Hollow Water's Community Holistic Circle Healing Process.
107p. 2mf. L1 ED 459 018

Cowley, Kimberly S.

Evaluating the Use of Student and Parent GEAR UP Survey Summaries in a Rural, Nine-County Region.
19p. 1mf. L1 ED 459 041

Creighton, Theodore B.

Towards a Leadership Practice Field: An Antidote to an Ailing Internship Experience.
16p. 1mf. L1 ED 458 698

Crimmins, Daniel B.

Autism Program Quality Indicators: A Self-Review and Quality Improvement Guide for Schools and Programs Serving Students with Autism Spectrum Disorders.
16p. 1mf. L1 ED 458 767

Crist, Diana

Surviving or Thriving?
7p. 1mf. L1 ED 458 488

Crocker, Judy

SCANS-Related, Project-Based Instruction and Learning in Adult Education: A Professional Development Packet.
117p. 2mf. L1 ED 458 416

Cronn-Mills, Daniel

Judging the Judges: An Analysis of Ballots in Impromptu and Extemporaneous Speaking.
18p. 1mf. L1 ED 458 634

Crosbie, Michael J.

14p. 1mf. L1 ED 458 545

Forman-Brunell, Miriam, Ed.

Girlhood in America: An Encyclopedia. Volumes 1 and 2. The American Family.

773p. 0mf. L3 ED 459 112

Forsythe, Dall W., Ed.

Quicker, Better, Cheaper? Managing Performance in American Government.

635p. 7mf. L2 ED 458 414

Fortuna, Carolyn

Creating Critical Media Analysis Skills.

6p. 1mf. L1 ED 458 669

Fowler, Elaine Danielson

The Effects of Four Writing Strategies on Fifth Graders' Production of Written Ideas across Three Aims of Discourse.

8p. 1mf. L1 ED 458 596

Fox, Sandra J.

American Indian/Alaska Native Education and Standards-Based Reform. ERIC Digest.

4p. 1mf. L1 ED 459 039

Fraas, John W.

Testing Non-Nil Null Hypotheses with t Tests of Group Means: A Monte Carlo Study.

29p. 1mf. L1 ED 459 202

Frakes, Janet

Teaching Latinos Everyday Language Skills. Instructor and Student Workbook.

368p. 0mf. L3 ED 458 842

Frame, Barbara

"Reading for Information": How Student Teachers React to an Interactive Teaching Approach.

8p. 1mf. L1 ED 458 543

Francis, David J.

Classification of Learning Disabilities: An Evidence-Based Evaluation. Executive Summary.

9p. 1mf. L1 ED 458 762

Francis, V.

Health & HIV/AIDS Education in Primary & Secondary Schools in Africa & Asia. Policies, Practice & Potential: Case Studies from Pakistan, India, Uganda, Ghana. Education Research.

109p. 2mf. L1 ED 458 458

Francis, Victoria

Schools.
129p. 2mf. L1 ED 458 652

Hill, Sheri L.

Washington Kids Count County and City Profiles of Child and Family Well-Being: 2001 Statewide Summaries.
172p. 2mf. L2 ED 459 003

Hilton, Lewis B., Ed.

Missouri Journal of Research in Music Education, 1962-1966.
355p. 4mf. L1 ED 459 091

Missouri Journal of Research in Music Education, 1967-1971.
520p. 6mf. L1 ED 459 092

Missouri Journal of Research in Music Education, 1972-1976.
539p. 6mf. L1 ED 459 093

Hinds, Michael deCourcy

Alcohol: Controlling the Toxic Spill. An Issue Book for National Issues Forums.
33p. 1mf. L1 ED 459 126

Hines, Rebecca A.

Inclusion in Middle Schools. ERIC Digest.
4p. 1mf. L1 ED 459 000

Hirschl, Thomas A.

Welfare Reform in Rural America: A Review of Current Research.
65p. 1mf. L1 ED 459 054

Hixson, Adalyn, Ed.

The Hispanic Outlook in Higher Education, 2000-2001.
2085p. 22mf. L1 ED 458 849

Hlebowitsh, Peter S., Ed.

Research Review for School Leaders. Volume III.
386p. 0mf. L3 ED 458 708

Hodes, Carol

Characteristics of Teacher Educators in Career and Technical Education.
81p. 1mf. L1 ED 458 407

Hollander, Vera

A Century for Children...It Starts with Us. Save the Children 2000 Annual Report.
55p. 1mf. L1 ED 458 963

Holliday, Albert E., Ed.

School Public Relations Journal, 2001.
182p. 2mf. L2 ED 459 004

Hollyfield, Ann

85p. 1mf. L1 ED 458 840

Lashway, Larry

Leadership for Accountability.
5p. 1mf. L1 ED 458 673

Laubeova, Laura

The Role of Education in Preventing Ethnic Conflicts: The Case of Roma in the Czech Republic. GSFI Occasional Paper.
59p. 1mf. L1 ED 459 278

Law, Josephine S. F.

The Effects of Classroom Competition on Achievement Motivation.
27p. 1mf. L1 ED 458 511

Lawrence, Mary Ann

Partnering for Quality under the Workforce Investment Act: A Tool Kit for One-Stop System Building. Module 1: Reviewing System-Building Progress and Developing a Blueprint for WIA Transition. Trainer Manual with Participant Workbook.
110p. 2mf. L1 ED 458 422

Partnering for Quality under the Workforce Investment Act: A Tool Kit for One-Stop System Building. Module 2: Partnering and Organizational Change. Trainer Manual with Participant Workbook.
149p. 2mf. L1 ED 458 423

Partnering for Quality under the Workforce Investment Act: A Tool Kit for One-Stop System Building. Module 3: Collecting and Using Customer Feedback. Trainer Manual with Participant Workbook.
124p. 2mf. L1 ED 458 424

Partnering for Quality under the Workforce Investment Act: A Tool Kit for One-Stop System Building. Module 4: Designing a System for the Delivery of Integrated Services. Trainer Manual with Participant Workbook.
107p. 2mf. L1 ED 458 425

Partnering for Quality under the Workforce Investment Act: A Tool Kit for One-Stop System Building. Module 5: Building a Process for Continuous Improvement. Training Manual with Participant Workbook.
108p. 2mf. L1 ED 458 426

Partnering for Quality under the Workforce Investment Act: A Tool Kit for One-Stop System Building. Summary of Tools.
44p. 1mf. L1 ED 458 427

Lee, Jaekyung

Interstate Variations in Rural Student Achievement and Schooling Conditions. ERIC Digest.
4p. 1mf. L1 ED 459 037

Lee, John

Higher Education Staff.
8p. 1mf. L1 ED 458 847

Survey on Adult Education for Indigenous Peoples. Country Study: Russia.
77p. 1mf. L1 ED 458 369

Meyer, Gwen

Designing Personalized Learning for Every Student.
146p. 2mf. L2 ED 458 718

Meyer, Rick

Phonics Exposed: Understanding and Resisting Systematic Direct Intense Phonics Instruction.
18p. 1mf. L1 ED 458 564

Meza-Zaragosa, Elsa

Elicited Response in the Pre-Kindergarten Setting: Good or Bad Idea?
13p. 1mf. L1 ED 458 825

Michael, D. D.

An Examination of the Constructs Measured by Parent Behavioral Reports.
9p. 1mf. L1 ED 458 510

Michaels, Judith Rowe

Dancing with Words: Helping Students Love Language through Authentic Vocabulary Instruction.
151p. 2mf. L1 ED 458 595

Milewski, Glenn B.

Factorial Invariance of the Advanced Placement International English Language Exam (APIEL R) across Chinese and German Samples.
26p. 1mf. L1 ED 459 199

Measuring Knowledge of Introductory Psychology: What Are the Relevant Constructs?
31p. 1mf. L1 ED 459 200

Millard, Thomas L.

Moving beyond the Rhetoric: Developing Writing Competency for Global Changes in Higher Education.
22p. 1mf. L1 ED 458 611

Miller, Barbara

What Is Really Changing When Schools Restructure? Views from Four School Districts. Reports and Papers in Progress.
16p. 1mf. L2 ED 458 672

Miller, Elizabeth B.

The Internet Resource Directory for K-12 Teachers and Librarians. 2001-2002 Edition.
442p. 0mf. L3 ED 458 879

Miller, Errol

A Practitioner's Guide to School Community Based Management (SCBM).
11p. 1mf. L1 ED 458 680

Peyton, Joy Kreeft, Ed.

Heritage Languages in America: Preserving a National Resource. Language in Education: Theory and Practice.
332p. 4mf. L1 ED 458 809

Phelan, Eileen

Learning through Literacy: Adapting Novels by Roald Dahl for Students in Self-Contained or Inclusive Classrooms. The Professional Growth Series.
115p. 0mf. L3 ED 458 528

Phelps, Greg A.

"In Loco Communitas": Service-Learning and the Liberal Arts.
26p. 1mf. L1 ED 458 654

Philipsen, Maike, Ed.

Assessing Inclusion: Strategies for Success. Hot Topics Series.
271p. 0mf. L3 ED 458 744

Phillips, D. C., Ed.

Constructivism in Education: Opinions and Second Opinions on Controversial Issues. Ninety-Ninth Yearbook of the National Society for the Study of Education.
340p. 0mf. L3 ED 458 689

Phillips, Vanessa

Make It and Take It: Computer-Based Resources for Lesson Planning.
43p. 1mf. L1 ED 458 843

Pickering, Debra J.

A Handbook for Classroom Instruction That Works.
395p. 5mf. L2 ED 459 151

Picot, Garnett, Ed.

Working Time in Comparative Perspective. Volume I: Patterns, Trends, and the Policy Implications for Earnings Inequality and Unemployment.
424p. 5mf. L2 ED 458 438

Pinar, William F., Ed.

Contemporary Curriculum Discourses: Twenty Years of JCT. Counterpoints: Studies in the Postmodern Theory of Education.
578p. 0mf. L3 ED 458 688

Pinnell, Gay Su

Systems for Change in Literacy Education: A Guide to Professional Development.
262p. 0mf. L3 ED 458 576

Household Food Security Study Summaries. 2001 Edition.
103p. 2mf. L2 ED 458 961

Seevers, Randy

Forced Processing Tactics To Increase Reading Rates, Comprehension and Vocabulary Skills with College Students.
7p. 1mf. L1 ED 458 534

Selden, J. J.

An Examination of the Constructs Measured by Parent Behavioral Reports.
9p. 1mf. L1 ED 458 510

Sham-Choy, Claire

Improving Career Self-Efficacy in Emerging Adults with Limited Life Experiences.
7p. 1mf. L1 ED 458 491

Shao, Xiaorong

Characteristics of Teacher Educators in Career and Technical Education.
81p. 1mf. L1 ED 458 407

Shapiro, Ronald G.

"Career Explorations": An IBM Outreach Program for High School Students and "From College To Career": An IBM Outreach Program for College Students.
63p. 1mf. L1 ED 458 500

Sharp, Renee

Poisoned Playgrounds: Arsenic in "Pressure-Treated" Wood.
21p. 1mf. L1 ED 458 787

Sharp, William L.

What's Right about the Principalship?
16p. 1mf. L1 ED 458 710

What's Right about the School Superintendency?
17p. 1mf. L1 ED 458 711

Shaughnessy, Lana

Youth Risk Behavior Survey of High School Students Attending Bureau Funded Schools, 2001.
84p. 1mf. L1 ED 459 056

Shaughnessy, Michael F.

Forced Processing Tactics To Increase Reading Rates, Comprehension and Vocabulary Skills with College Students.
7p. 1mf. L1 ED 458 534

Shaul, Marnie S.

School Vouchers: Publicly Funded Programs in Cleveland and Milwaukee. Report to the Honorable Judd Gregg, U.S. Senate.
56p. 1mf. L1 ED 459 288

The Role of Television Viewing in the Development of Reading Comprehension.
12p. 1mf. L1 ED 458 552

van Griethuysen, Claire-Anne

Vocational Education and Training in Belgium. Second Edition.
145p. 2mf. L1 ED 458 448

Vandivere, Sharon

Early Care and Education: Work Support for Families and Developmental Opportunity for Young Children. Occasional Paper. Assessing the New Federalism: An Urban Institute Program To Assess Changing Social Policies.
41p. 1mf. L1 ED 458 966

VanFossen, Phillip J.

Using Internet Primary Sources To Teach Critical Thinking Skills in Government, Economics, and Contemporary World Issues. Greenwood Professional Guides in School Librarianship.
272p. 0mf. L3 ED 459 118

Vecchiotti, Sara

Kindergarten: The Overlooked School Year. Working Paper Series.
49p. 1mf. L1 ED 458 948

Verhelpen, Pierre

Vocational Education and Training in Belgium. Second Edition.
145p. 2mf. L1 ED 458 448

Verneuil, Ann Marie

The Intergeneration Transmission of Attachment: How Do We Account for the "Transmission Gap?"
82p. 1mf. L2 ED 458 955

Vernick, Stacie H.

A Holland Perspective on the U.S. Workforce from 1960-1990. Technical Report.
24p. 1mf. L1 ED 458 417

Villegas, Ana Maria

Educating Culturally Responsive Teachers: A Coherent Approach. SUNY Series, Teacher Preparation and Development.
237p. 0mf. L3 ED 459 168

Vinogradov, Patsy

Successful Instruction for Literacy-Level Adults. CARLA Working Paper.
71p. 1mf. L1 ED 458 839

Visser, Kobus

Learning To Compete: Education, Training & Enterprise in Ghana, Kenya & South Africa. Education Research.
114p. 2mf. L1 ED 458 418

Healthy Ties: Ensuring Health Coverage for Children Raised by Grandparents and Other Relatives. A Look at Medicaid and CHIP Enrollment in the States.
134p. 2mf. L2 ED 458 933

Bittar, Lex

School Councils in New South Wales: A Report to the New South Wales Department of Education and Training.
19p. 1mf. L1 ED 459 019

Black, Sharon, Ed.

Integrating Technology in Program Development for Children and Youth with Emotional or Behavioral Disorders. Fourth CCBD Mini-Library Series: Addressing the Diverse Needs of Children and Youth with Emotional/Behavioral Disorders--Programs That Work.
74p. 1mf. L2 ED 458 776

Integrating Technology in Program Development for Children/Youth with E/BD.
53p. 1mf. L1 ED 458 738

Blair, Leslie

Reading across the Region. Topics in Early Reading Coherence.
9p. 1mf. L1 ED 458 553

Blanchet-Cohen, Natasha

Adult Education and Indigenous Peoples in Canada. International Survey on Adult Education for Indigenous Peoples. Country Study: Canada.
88p. 1mf. L1 ED 458 366

Blank, Helen

A Fragile Foundation: State Child Care Assistance Policies.
227p. 3mf. L2 ED 458 994

Blank, Martin J.

Education and Community Building: Connecting Two Worlds.
45p. 1mf. L1 ED 458 700

Blankson, Aba

Learning by Doing: The Role of Active Learning in the Reform Movement.
5p. 1mf. L1 ED 459 084

Blatchford, Peter

The Child at School: Interactions with Peers and Teachers. Texts in Developmental Psychology.
256p. 0mf. L3 ED 458 951

Blau, David M.

The Child Care Problem: An Economic Analysis.
304p. 0mf. L3 ED 458 975

Blinkhorn, Kenneth William

When Change Is Set in Stone: An Analysis of Seven Academic Libraries Designed by Perry Dean Rogers & Partners, Architects.
103p. 0mf. L3 ED 458 876

Crotty, Teri

Evaluating Student Reflections.
21p. 1mf. L1 ED 459 174

Croucher, Stephen M.

Judging the Judges: An Analysis of Ballots in Impromptu and Extemporaneous Speaking.
18p. 1mf. L1 ED 458 634

Cuban, Larry

Leadership for Student Learning: Urban School Leadership--Different in Kind and Degree.
19p. 1mf. L2 ED 459 300

Cumming, Joy, Ed.

Literacy and the Curriculum: Success in Senior Secondary Schooling.
200p. 0mf. L3 ED 458 517

Cunningham Florez, MaryAnn

Lifeprints ESL for Adults: Literacy. Multimedia Kit .
0p. 0mf. L3 ED 458 844

Curry, Mary Jane

Competing Goals, Competing Discourses: ESL Composition at the Community College.
220p. 3mf. L1 ED 458 897

Curtis, Charles K.

Evaluation of the Courtlink Auto Crime Prevention Program (CACPP) for Senior Elementary and Alternative School Students in British Columbia.
156p. 2mf. L1 ED 459 291

Curtis-Pierce, Ellen

California's Initiative To Attract Highly Qualified Teachers into Low Performing Schools.
5p. 1mf. L1 ED 459 160

Cusenbary, Susan

Building Reading Proficiency at the Secondary Level: A Guide to Resources. Introduction.
150p. 2mf. L1 ED 458 562

Cusworth, Sarah

Orientation and Retention of Counseling PhD Students: A Qualitative Study.
12p. 1mf. L1 ED 458 513

Dale, Jack D., Ed.

State of the World's Newborns: A Report from Saving Newborn Lives.

59p. 1mf. L1 ED 458 972

Frank, Russell Alan

Repositioned Lives: Language, Ethnicity, and Narrative Identity among Chinese-Vietnamese Community College Students in Los Angeles' San Gabriel Valley.

421p. 5mf. L2 ED 458 796

Frankhuisen, Jolanda

Why Do Schoolchildren Enjoy Reading? The Construction of an Explanatory Model.

14p. 1mf. L1 ED 458 541

Fraser, Helen

Improving Standards of Literacy and Numeracy in the Early Years of Primary School: Preliminary Findings from the National Evaluation of the Early Intervention Programme in Scotland.

7p. 1mf. L2 ED 458 606

Teaching Pronunciation: A Guide for Teachers of English as a Second Language. CD-ROM .

0p. 0mf. L3 ED 458 838

Fredrickson, William E., Ed.

Missouri Journal of Research in Music Education, 1995-2000.

421p. 5mf. L1 ED 459 097

Freeman, Joan

Gifted Children Grown Up.

248p. 0mf. L3 ED 458 764

Fregoli, Claudia

Campland: Racial Segregation of Roma in Italy. Country Reports Series.

115p. 2mf. L1 ED 459 274

Freidebach, Jim

Read-Aloud Accommodation: Effects on Multiple-Choice Reading and Math Items. Technical Report.

31p. 1mf. L1 ED 458 740

Freidebach, Melodie

Read-Aloud Accommodation: Effects on Multiple-Choice Reading and Math Items. Technical Report.

31p. 1mf. L1 ED 458 740

Freppon, Penny A.

What It Takes To Be a Teacher: The Role of Personal and Professional Development.

192p. 0mf. L3 ED 459 156

Fretwell, David H.

More Infant and Toddler Experiences.
186p. 2mf. L2 ED 458 934

Honig, Alice Sterling, Ed.

Infancy in America: An Encyclopedia. Volumes One and Two. The American Family.
769p. 0mf. L3 ED 459 008

Hostetler, Jan

Make It and Take It: Computer-Based Resources for Lesson Planning.
43p. 1mf. L1 ED 458 843

Houseman, Susan, Ed.

Working Time in Comparative Perspective. Volume II: Life-Cycle Working Time and Nonstandard Work.
382p. 4mf. L2 ED 458 439

Howieson, Cathy

What Happened to the Consensus on Higher Still? CES Briefing.
6p. 1mf. L1 ED 459 115

Huglen, Mark

English Education and Communication Studies: Ambiguity in the International Airway.
15p. 1mf. L1 ED 458 629

Hutson, Rutledge Q.

Red Flags: Research Raises Concerns about the Impact of "Welfare Reform" on Child Maltreatment.
42p. 1mf. L1 ED 459 282

Hwang, Young Suk

Calibrating a Measure of Motivation in Using Technology.
17p. 1mf. L1 ED 458 874

Hyland, Dawnelle J., Ed.

Poems by Adolescents and Adults: A Thematic Collection for Middle School and High School.
270p. 3mf. L1 ED 458 627

Hylton, John B., Ed.

Missouri Journal of Research in Music Education, 1995-2000.
421p. 5mf. L1 ED 459 097

Hyun, Eunsook

Expeditionary Learning Approach in Integrated Teacher Education: Model Effectiveness and Dilemma.
13p. 1mf. L1 ED 459 155

Gender-Fair and Gender-Congruent Practices for Young Children's Naturalist Intelligence: From the Perspective of Developmentally and Culturally Appropriate Practice (DCAP).

Lee, Valerie E.

Dropping out of High School: The Role of School Organization and Structure.
44p. 1mf. L1 ED 458 694

Legg, Chris

When Things Go Wrong: Managing Critical Incidents in Children's Services.
25p. 1mf. L2 ED 458 985

Lehr, Camilla A.

A Self-Study Guide to Implementation of Inclusive Assessment and Accountability Systems. A Best Practice Approach.
73p. 1mf. L1 ED 459 190

Lehr, Fran

Put Reading First: The Research Building Blocks for Teaching Children To Read. Kindergarten through Grade 3.
62p. 1mf. L1 ED 458 536

Leighninger, Matt

Organizing Community-Wide Dialogue for Action and Change: A Step-by-Step Guide.
162p. 2mf. L1 ED 458 384

Leone, Peter E.

Education, Disability, and Juvenile Justice: Recommended Practices. Fourth CCBD Mini-Library Series: Addressing the Diverse Needs of Children and Youth with Emotional/Behavioral Disorders--Programs That Work.
49p. 1mf. L2 ED 458 775

Leos-Urbel, Jacob

Running To Keep in Place: The Continuing Evolution of Our Nation's Child Welfare System. Occasional Paper. Assessing the New Federalism: An Urban Institute Program To Assess Changing Social Policies.
33p. 1mf. L1 ED 459 281

Lesnick, Howard

The Moral Stake in Education: Contested Premises and Practices.
304p. 0mf. L3 ED 459 180

Lester, Jackie

Designing Personalized Learning for Every Student.
146p. 2mf. L2 ED 458 718

Levin-Waldman, Oren M.

Deepening Disparity: Income Equality in New York City.
9p. 1mf. L1 ED 459 306

Levine, Eliot

One Kid at a Time: Big Lessons from a Small School. Series on

A Caribbean Education Strategy.
108p. 2mf. L2 ED 459 121

Miller, Etta

Putting Theory into Practice: Reflective Teaching and Implications for Use.
10p. 1mf. L2 ED 459 148

Miller, Jen

Ways forward with ICT: Effective Pedagogy Using Information and Communications Technology for Literacy and Numeracy in Primary Schools.
129p. 2mf. L1 ED 458 652

Miller, Linda G.

Innovations: Infant and Toddler Development.
393p. 5mf. L2 ED 458 979

Innovations: The Comprehensive Infant & Toddler Curriculum. Trainer's Guide.
238p. 3mf. L2 ED 458 980

Innovations: The Comprehensive Infant Curriculum. A Self-Directed Teacher's Guide.
132p. 2mf. L2 ED 458 981

Innovations: The Comprehensive Toddler Curriculum. A Self-Directed Teacher's Guide.
133p. 2mf. L2 ED 458 982

Miller, Susan Peterson

In Pursuit of Teacher Quality: Three Models of Success.
27p. 1mf. L1 ED 459 167

Miller-Whitehead, Marie

Educational Equity in Alabama: What We Learned from Report Card 2000. Research Brief.
39p. 1mf. L2 ED 459 198

Miranda, Antoinette H.

Culturally and Linguistically Diverse Students with Behavioral Disorders. Fourth CCBD Mini-Library Series: Addressing the Diverse Needs of Children and Youth with Emotional/Behavioral Disorders--Programs That Work.
80p. 1mf. L2 ED 458 778

Mitchell, Anne

Financing Child Care in the United States: An Expanded Catalog of Current Strategies. 2001 Edition.
194p. 2mf. L1 ED 458 932

Mitchell, Greg

Racial and Ethnic Tensions: What Should We Do? An Issue Book for National Issues Forums.
40p. 1mf. L1 ED 459 124

Pirrie, Anne

Improving Standards of Literacy and Numeracy in the Early Years of Primary School: Preliminary Findings from the National Evaluation of the Early Intervention Programme in Scotland.
7p. 1mf. L2 ED 458 606

Podsen, India J.

Coaching & Mentoring First-Year and Student Teachers.
151p. 0mf. L3 ED 459 176

Pollakof, Anne Rogers, Ed.

Reading: Phonemic Awareness, Vocabulary Acquisition, Teaching and Intervention.
26p. 1mf. L1 ED 458 565

Pool, Harbison

Who's in Charge around Here?
13p. 1mf. L1 ED 458 712

Poppe, Julie

Investing in Better Care for Infants and Toddlers: The Next Frontier for School Readiness.
17p. 1mf. L1 ED 458 977

Portalupi, JoAnn

Writing Workshop: The Essential Guide.
163p. 0mf. L3 ED 458 608

Porter, Dean

The Cutting Edge for Counselors: Licensure.
10p. 1mf. L1 ED 458 492

Poshyananda, Tanaporn

Thailand--Secondary Education for Employment, Volume I: A Policy Note.
57p. 1mf. L2 ED 459 129

Pospisil, T. S.

An Examination of the Constructs Measured by Parent Behavioral Reports.
9p. 1mf. L1 ED 458 510

Potter, Jonathan

The Library at the Center of the Web: Information Literacy across the Curriculum in an Age of Connectivity and Chaos.
9p. 1mf. L1 ED 458 886

Powell, Angie

Putting Theory into Practice: Reflective Teaching and Implications for Use.
10p. 1mf. L2 ED 459 148

Power, Kerith

Shaywitz, Bennett A.

Classification of Learning Disabilities: An Evidence-Based Evaluation. Executive Summary.
9p. 1mf. L1 ED 458 762

Shaywitz, Sally E.

Classification of Learning Disabilities: An Evidence-Based Evaluation. Executive Summary.
9p. 1mf. L1 ED 458 762

Sheaff, Katharine

The 2000 Census and Growth Patterns in Rural America. The Main Street Economist: Commentary on the Rural Economy.
5p. 1mf. L1 ED 459 040

Sherman, Renee

SCANS-Related, Project-Based Instruction and Learning in Adult Education: A Professional Development Packet.
117p. 2mf. L1 ED 458 416

Shiveley, James M.

Using Internet Primary Sources To Teach Critical Thinking Skills in Government, Economics, and Contemporary World Issues. Greenwood Professional Guides in School Librarianship.
272p. 0mf. L3 ED 459 118

Shoemaker, Joel

Do It Right! Best Practices for Serving Young Adults in School and Public Libraries. Teens the Library Series.
182p. 0mf. L3 ED 458 880

Shotsberger, Paul G.

Web-Based Teacher Education: Improving Communication and Professional Knowledge in Preservice and Inservice Teacher Training.
24p. 1mf. L1 ED 459 161

Shue, Pamela

Access for All: Closing the Book Gap for Children in Early Education.
101p. 2mf. L1 ED 458 569

Shumow, Lee

Efectos academicos de programas extracurriculares (Academic Effects of After-School Programs). ERIC Digest.
4p. 1mf. L1 ED 458 989

Sikstrom, Inger Edebro

Umea, Sweden--Saskatoon, Canada: Resource-Based Learning Study Tour. A Report of a Study Tour of Saskatoon School Libraries.
98p. 2mf. L1 ED 458 884

Silliman, Anna

Vitaglione, Tom

North Carolina Child Health Report Card, 2001.
7p. 1mf. L1 ED 459 010

Vodopivec, Milan

Financing, Efficiency, and Equity in Albanian Education. World Bank Technical Paper.
111p. 2mf. L2 ED 458 723

Volkwein, J. Fredericks

Predictors of Student Commitment at Two-Year and Four-Year Institutions.
19p. 1mf. L1 ED 458 854

Vranek, Jennifer

National Education Summit, 2001 Briefing Book.
63p. 1mf. L1 ED 459 293

Vronglstinos, Konstantinos

Calibrating a Measure of Motivation in Using Technology.
17p. 1mf. L1 ED 458 874

Wachs, Theodore D.

Necessary but Not Sufficient: The Respective Roles of Single and Multiple Influences on Individual Development.
439p. 0mf. L3 ED 458 964

Wagner, Gulten S.

Virtual Reference Services--Down-Under: A Cautionary Tale.
15p. 1mf. L1 ED 458 868

Walker, Bill

Poisoned Playgrounds: Arsenic in "Pressure-Treated" Wood.
21p. 1mf. L1 ED 458 787

Walking-Woman, Linda

Linking Writing to the Process of Scientific Inquiry: Strategies from Writing Teachers in the Disciplines.
13p. 1mf. L1 ED 458 655

Walsh, David A.

MediaQuotient TM : National Survey of Family Media Habits, Knowledge, and Attitudes.
103p. 2mf. L1 ED 458 938

Walter, James K.

What's Right about the Principalship?
16p. 1mf. L1 ED 458 710

What's Right about the School Superintendency?
17p. 1mf. L1 ED 458 711

Prior Learning Assessment: An Investigation of Nonsponsored Learning for College Credits.
229p. 3mf. L1 ED 458 903

Bliss, Steven

Promoting Employment in Public Housing Communities: Learning from the Jobs-Plus Demonstration. Policy Brief.
8p. 1mf. L1 ED 458 390

Bochynek, Bettina

The Financing of Adult Learning in Civil Society: A European Exploratory Study.
146p. 2mf. L1 ED 458 362

Boehm, Josef

Basic Skills and Technology--Not a Contradiction, but a Completion.
11p. 1mf. L1 ED 459 059

Bogart, Dave, Ed.

The Bowker Annual: Library and Book Trade Almanac TM , 2001.
861p. 0mf. L3 ED 458 890

Bohlin, Karen E.

Building Character in Schools Resource Guide. The Jossey-Bass Education Series.
159p. 0mf. L3 ED 458 515

Bolomey, Antonieta

Nosotras viviremos. Las destrezas: A Capacity Building Training Manual for Working with Latina Farmworking Youth.
145p. 2mf. L2 ED 459 145

Nosotras viviremos. Las destrezas: Un manual de capacitacion para trabajar con jovenes latinas campesinas (A Capacity Building Training Manual for Working with Latina Farmworking Youth).
146p. 2mf. L2 ED 459 182

Nosotras viviremos. Los consejos: A Capacity Building Training Manual for Working with Latina Farmworking Mothers and Mentors of Girls.
138p. 2mf. L2 ED 459 144

Nosotras viviremos. Los consejos: Un manual de capacitacion para trabajar con madres latinas campesinas (A Capacity Building Training Manual for Working with Latina Farmworking Mothers and Mentors of Girls).
138p. 2mf. L2 ED 459 181

Bomer, Katherine

For a Better World: Reading and Writing for Social Action.
208p. 0mf. L3 ED 458 561

Bomer, Randy

For a Better World: Reading and Writing for Social Action.

Creating Successful School Systems: Voices from the University, the Field, and the Community.
300p. 0mf. L3 ED 458 707

Dandy, Evelyn

In Pursuit of Teacher Quality: Three Models of Success.
27p. 1mf. L1 ED 459 167

Danziger, Sheldon

After Welfare Reform and an Economic Boom: Why Is Child Poverty Still So Much Higher in the U.S. Than in Europe?
24p. 1mf. L1 ED 459 296

Darity, William, Jr.

Increasing Opportunity To Learn via Access to Rigorous Courses and Programs: One Strategy for Closing the Achievement Gap for At-Risk and Ethnic Minority Students.
75p. 1mf. L1 ED 459 303

Darling-Hammond, Linda

Transforming Urban Public Schools: The Role of Standards and Accountability.
55p. 1mf. L1 ED 459 290

Davis, Angela

The Impact of Aging on Education.
14p. 1mf. L1 ED 458 405

Davis, Dent C.

Adult Education at Work: A Collaborative Resource Addressing the Changing World of Work and Learning.
155p. 2mf. L1 ED 458 356

Davis, Janelle

Seeding Literacy: Adult Educators Research Their Practice.
111p. 2mf. L1 ED 458 375

Davis, Pauline

The Identification of "Need" in Reading.
10p. 1mf. L1 ED 458 533

Dayo, Dixie Masak, Ed.

Sharing Our Pathways: A Newsletter of the Alaska Rural Systemic Initiative, 2001.
86p. 1mf. L1 ED 459 035

de Baessa, Yetilu

Ethnic Identity among Guatemalan Youth.
16p. 1mf. L1 ED 458 497

de Courcy, Michele

Research in Second Language Learning: Current Questions and

A Framework for Defining and Assessing Occupational and Training Standards in Developing Countries. Information Series.
67p. 1mf. L1 ED 458 419

Hungary: Secondary Education and Training. Secondary Education Series.
18p. 1mf. L1 ED 459 131

Poland: Secondary Education and Training. Secondary Education Series.
16p. 1mf. L1 ED 459 136

Romania: Secondary Education and Training. Secondary Education Series.
19p. 1mf. L1 ED 459 133

Russia: Secondary Education and Training. Secondary Education Series.
17p. 1mf. L1 ED 459 135

Turkey: Secondary Education and Training. Secondary Education Series.
19p. 1mf. L1 ED 459 134

Frost, Helen

When I Whisper, Nobody Listens: Helping Young People Write about Difficult Issues.
136p. 0mf. L3 ED 458 598

Furlong, Andy

Youth Unemployment in Rural Areas. Work and Opportunity Series.
57p. 1mf. L2 ED 459 012

Gabriner, Robert S.

Findings from the California Community College Flashlight Project, 1998-99.
12p. 1mf. L1 ED 458 916

Gaddy, Barbara B.

A Handbook for Classroom Instruction That Works.
395p. 5mf. L2 ED 459 151

Gallor-Loflin, Heidi

Emerging Leaders: An Annotated Bibliography.
54p. 1mf. L2 ED 458 724

Gallagher, Chris

Nominalized Writing: Approximating Academic Register.
16p. 1mf. L1 ED 458 813

Gandal, Matthew

National Education Summit, 2001 Briefing Book.
63p. 1mf. L1 ED 459 293

Ganske, Kathy

Supporting Struggling Readers and Writers: Strategies for

11p. 1mf. L1 ED 458 944

Iamsupasit, Sompoch

Effect of Repeated Reading and Self-Directed Behavior on Reading Skills and Generalization of the Reading Skills of Third-Grade Hill Tribe Students.

19p. 1mf. L1 ED 458 531

Ianetta, Melissa

Nobody's Business? Professional Writing and the Politics of Correctness.

11p. 1mf. L1 ED 458 617

Iannelli, Cristina

Variation across Schools in Young People's Transitions: A Comparative Perspective. CES Briefing.

6p. 1mf. L1 ED 459 114

Ilahi, Nadeem

Children's Work and Schooling: Does Gender Matter? Evidence from the Peru LSMS Panel Data. Working Paper.

39p. 1mf. L2 ED 459 052

Ingram, Michael

A Taxonomy of Career Development Interventions That Occur in U.S. Secondary Schools.

39p. 1mf. L1 ED 458 408

Inman, Patricia L.

An Intellectual Biography of Ivan Illich.

116p. 2mf. L1 ED 458 393

Inoue, Yukiko

Questionnaire Surveys: Four Survey Instruments in Educational Research.

39p. 1mf. L1 ED 459 215

Invernizzi, Marcia

Improving Children's Reading Ability through Volunteer Reading Tutoring Programs. Issue Brief.

6p. 1mf. L2 ED 458 570

Ishigaki, Emiko Hannah

Children's Rights: A Quote from Toyohiko Kagawa.

8p. 1mf. L1 ED 458 937

Iverson, Maynard J.

Teacher Attitudes toward Professional Organization-Developed, State Board-Approved Standards for Agricultural Education.

19p. 1mf. L1 ED 459 074

Izumi, Lance T.

School Accountability and Teacher Training. Briefing.

School Reform. The Series on School Reform.
171p. 0mf. L3 ED 459 051

Lewicki, James

100 Days of Learning in Place: How a Small School Utilized "Place-Based" Learning To Master State Academic Standards.
13p. 1mf. L1 ED 459 023

Lewis, Cindy

When Assessments Fail: Using Alternative Approaches to Career Exploration.
9p. 1mf. L1 ED 458 490

Lewis, Lea Beth

Improving Career Self-Efficacy in Emerging Adults with Limited Life Experiences.
7p. 1mf. L1 ED 458 491

Lewis, Morgan V.

A Framework for Defining and Assessing Occupational and Training Standards in Developing Countries. Information Series.
67p. 1mf. L1 ED 458 419

Lewis, Willis

Welfare Reform in Rural America: A Review of Current Research.
65p. 1mf. L1 ED 459 054

Liang, Xiaoyan

China: Challenges of Secondary Education. Secondary Education Series.
26p. 1mf. L1 ED 459 132

Light, Janice C.

Fifteen Years Later: An Investigation of the Long-Term Outcomes of Augmentative and Alternative Communication Interventions.
154p. 2mf. L1 ED 458 727

Lim, Dan

English Education and Communication Studies: Ambiguity in the International Airway.
15p. 1mf. L1 ED 458 629

Limbrick, Libby

The Literacy Debates: What Are the Issues in New Zealand?
14p. 1mf. L1 ED 458 621

Lin, Sunny S. J.

Classifying Internet Pathological Users: Their Usage, Internet Sensation Seeking, and Perceptions.
29p. 1mf. L1 ED 458 468

Linden, Toby

Double-Shift Secondary Schools: Possibilities and Issues.

Mobus, Martine

Recruiting Middle Management in Industry: What Kinds of Change in France, Germany and the United Kingdom?
6p. 1mf. L1 ED 458 437

Mohamed, Inca A.

Broadening the Bounds of Youth Development: Youth as Engaged Citizens.
24p. 1mf. L1 ED 459 089

Monahan, Dorothy

Emphasis Placed on Current Assessment Procedures Affects the Way Teachers Teach.
43p. 1mf. L1 ED 458 632

Monroe, Joanne K.

Supporting Struggling Readers and Writers: Strategies for Classroom Intervention 3-6.
264p. 0mf. L3 ED 458 548

Montague, Nicole S.

Elicited Response in the Pre-Kindergarten Setting: Good or Bad Idea?
13p. 1mf. L1 ED 458 825

Montecel, Maria Robledo , Ed.

IDRA Newsletter, 2001.
155p. 2mf. L1 ED 459 044

Montie, Jeanne, Ed.

Early Childhood Settings in 15 Countries: What Are Their Structural Characteristics? The IEA Preprimary Project, Phase 2.
408p. 5mf. L2 ED 459 001

Moock, Peter

Thailand--Secondary Education for Employment, Volume I: A Policy Note.
57p. 1mf. L2 ED 459 129

Moore, Paula F.

Maine Reading Recovery R : State Report & Evaluation, 1998-2000.
45p. 1mf. L1 ED 458 522

Moreira, Antonio

Storytelling, Technology and Children's Literacy Development.
17p. 1mf. L1 ED 458 600

Moreton, Gill

Changing Behaviour: Teaching Children with Emotional and Behavioural Difficulties in Primary and Secondary Classrooms. Second Edition.
176p. 0mf. L3 ED 458 768

Acting Globally by Thinking Locally--A Postcolonial Partnership.
16p. 1mf. L1 ED 459 028

Early Childhood Education as a Contact Zone--Emergent Indigenous Leadership in Australia and Canada.
6p. 1mf. L1 ED 459 026

Successful Early Childhood Indigenous Leadership.
8p. 1mf. L1 ED 459 027

Powley, Sherry

Pathways to Career Success for Minorities: A Resource Guide to Colleges, Financial Aid, and Work.
378p. 0mf. L3 ED 458 403

Pradhan, Menno

Poverty, Education and Health in Indonesia: Who Benefits from Public Spending? Working Paper.
64p. 1mf. L2 ED 459 053

Preece, Laurel, Ed.

ERIC/EECE Newsletter, 2001.
14p. 1mf. L1 ED 458 988

Prentiss, Diane

Reasons for and Solutions to Lack of Parent Involvement of Parents of Second Language Learners.
17p. 1mf. L1 ED 458 956

Puddephatt, Claire

State of the World's Newborns: A Report from Saving Newborn Lives.
59p. 1mf. L1 ED 458 972

Purcell, Sherry L.

Assistive Technology Solutions for IEP Teams.
332p. 0mf. L3 ED 458 769

Putman, T. Elizabeth Mennell

Tribal College and University Accreditation: A Comparative Study.
265p. 3mf. L2 ED 458 866

Quenemoen, Rachel F.

A Self-Study Guide to Implementation of Inclusive Assessment and Accountability Systems. A Best Practice Approach.
73p. 1mf. L1 ED 459 190

Quinn, Mary Magee

Education, Disability, and Juvenile Justice: Recommended Practices. Fourth CCBD Mini-Library Series: Addressing the Diverse Needs of Children and Youth with Emotional/Behavioral Disorders--Programs That Work.
49p. 1mf. L2 ED 458 775

Forty Helpful Hints & Tips, for Making Your ESL Teaching Easier and More Fun!

11p. 1mf. L1 ED 458 845

Simmons-Reed, Evette

Culturally and Linguistically Diverse Students with Behavioral Disorders. Fourth CCBD Mini-Library Series: Addressing the Diverse Needs of Children and Youth with Emotional/Behavioral Disorders--Programs That Work.

80p. 1mf. L2 ED 458 778

Simpson, Michael D.

Eleventh Amendment Immunity and Academic Freedom.

8p. 1mf. L1 ED 458 846

Sims, Pearl G.

March toward Excellence: School Success and Minority Student Achievement in Department of Defense Schools. A Report to the National Education Goals Panel. Lessons from the States.

87p. 1mf. L1 ED 459 218

Sims, Wendy L., Ed.

Missouri Journal of Research in Music Education, 1989-1994.

522p. 6mf. L1 ED 459 096

Siperstein, Gary N.

Learning Disabilities as Operationally Defined by Schools. Executive Summary.

10p. 1mf. L1 ED 458 759

Sirotnik, Kenneth A., Ed.

The Beat of a Different Drummer: Essays on Educational Renewal in Honor of John I. Goodlad.

318p. 0mf. L3 ED 458 687

Sitlington, Patricia L.

Transition Education and Services for Adolescents with Disabilities. Third Edition.

422p. 0mf. L3 ED 458 389

Skidmore, David W.

The Dialogue of Spoken Word and Written Word.

25p. 1mf. L1 ED 458 619

Slark, Julie

Findings from the California Community College Flashlight Project, 1998-99.

12p. 1mf. L1 ED 458 916

Slavin, Robert E.

Success for All and Comprehensive School Reform: Evidence-Based Policies for Urban Education.

41p. 1mf. L1 ED 459 301

Walz, Garry R., Ed.

Staying Innovative and Change-Focused in the New Economy. A Collection of Special Papers Generated for the 2001 International Career Development Conference (Seattle, Washington, November 7-11, 2001).
142p. 2mf. L1 ED 458 482

Warger, Cynthia

Research on Full-Service Schools and Students with Disabilities. ERIC/OSEP Digest.
4p. 1mf. L1 ED 458 749

Warner, Jack

Inside Secrets of Finding a Teaching Job.
200p. 0mf. L3 ED 459 142

Warner, Juliet

Children's Attitudes toward Race and Gender.
17p. 1mf. L1 ED 458 469

Warner, Mary

The Contributions of Rebecca Caudill and Dorothy Hoobler to Appalachian Literature for Young Adults.
11p. 1mf. L1 ED 458 662

A Teaching Guide for "A Far-Off Land" by Rebecca Caudill and "The Trail on Which They Wept" by Dorothy Hoobler.
7p. 1mf. L1 ED 458 663

Warren, Andrea

Making Afterschool Count: Communities & Schools Working Together, 2001.
34p. 1mf. L2 ED 458 940

Washington, Tom

Competency-Based Behavioral Interviewing: How To Prepare and Win!
7p. 1mf. L1 ED 458 484

Waters, Thomas Franklin

Psychologists in Partnership with Criminal Justice in American Public Schools: A Match Made in Heaven or a Marriage from Hell?
23p. 1mf. L1 ED 459 276

Watson, Bernardine H.

Community Change for Youth Development in Kansas City: A Case Study of How a Traditional Youth-Serving Organization (YMCA) Becomes a Community Builder.
27p. 1mf. L1 ED 459 304

Wattenberg, Esther, Ed.

A Social Justice Framework for Child Welfare: The Agenda for a New Century. A Summary of Proceedings of the Conference (St. Paul, Minnesota, June 23, 2000).
52p. 1mf. L1 ED 459 286

208p. 0mf. L3 ED 458 561

Bond, Z. S.

Language Experience and the Representation of Phonology in an Unknown Language.
18p. 1mf. L1 ED 458 823

Booker, Cory A.

School Choice and Government Reform: Pillars of an Urban Renaissance. Civic Bulletin.
13p. 1mf. L1 ED 459 285

Borjas, George J.

Heaven's Door: Immigration Policy and the American Economy.
263p. 0mf. L3 ED 459 299

Borsato, Graciela

Impact of Two-Way Bilingual Elementary Programs on Students' Attitudes toward School and College.
42p. 1mf. L1 ED 458 822

Both-de Vries, Anna

Conceptualizations Underlying Emergent Readers' Story Writing. CIERA Report.
22p. 1mf. L1 ED 458 616

Boud, David, Ed.

Work-Based Learning: A New Higher Education?
234p. 0mf. L3 ED 458 409

Boylan, Colin

School Councils in New South Wales: A Report to the New South Wales Department of Education and Training.
19p. 1mf. L1 ED 459 019

Braden, Jeffery P.

Assessing One and All: Educational Accountability for Students with Disabilities.
197p. 3mf. L1 ED 458 746

Bradley, Carla, Ed.

Counseling African American Families. The Family Psychology and Counseling Series.
110p. 2mf. L2 ED 458 514

Bradley, J.

An Examination of the Constructs Measured by Parent Behavioral Reports.
9p. 1mf. L1 ED 458 510

Brady, Kathleen

Learning through Literacy: Adapting Novels by Roald Dahl for Students in Self-Contained or Inclusive Classrooms. The

Future Directions.
22p. 1mf. L1 ED 458 816

de Jong, Ellie

Conceptualizations Underlying Emergent Readers' Story Writing. CIERA Report.
22p. 1mf. L1 ED 458 616

de Jong, Marga

Conceptualizations Underlying Emergent Readers' Story Writing. CIERA Report.
22p. 1mf. L1 ED 458 616

de Jong, Willemieke

Conceptualizations Underlying Emergent Readers' Story Writing. CIERA Report.
22p. 1mf. L1 ED 458 616

de Koning, K.

Health & HIV/AIDS Education in Primary & Secondary Schools in Africa & Asia. Policies, Practice & Potential: Case Studies from Pakistan, India, Uganda, Ghana. Education Research.
109p. 2mf. L1 ED 458 458

de la Fuente, Maria J.

Professionalizing Foreign Language Teaching in a Research Department.
24p. 1mf. L1 ED 458 810

De Streel, Jean-Marc

Vocational Education and Training in Belgium. Second Edition.
145p. 2mf. L1 ED 458 448

de Wolff, Alice

Breaking the Myth of Flexible Work: Contingent Work in Toronto. A Study Conducted by the Contingent Workers Project.
78p. 1mf. L1 ED 458 428

De Wys, Shelley

Washington Kids Count County and City Profiles of Child and Family Well-Being: 2001 Statewide Summaries.
172p. 2mf. L2 ED 459 003

Deal, Jennifer J.

Emerging Leaders: An Annotated Bibliography.
54p. 1mf. L2 ED 458 724

Deardorff, Duane L.

Evaluating Introductory Physics Classes in Light of the ABET Criteria: An Example from the SCALE-UP Project.
16p. 1mf. L1 ED 459 063

Introduction to SCALE-UP: Student-Centered Activities for Large Enrollment University Physics.

Classroom Intervention 3-6.
264p. 0mf. L3 ED 458 548

Gardner, Daniel, Ed.

The Student with a Brain Injury: Achieving Goals for Higher Education.
18p. 1mf. L1 ED 458 730

Gardner, John N.

Focusing on the First-Year Student.
18p. 1mf. L2 ED 458 865

Guidelines for Evaluating...The First-Year Experience at Four-Year Colleges. 2nd Edition.
24p. 1mf. L2 ED 458 850

Gardner, Ralph, III

Strategies and Procedures for Designing Proactive Interventions with a Culturally Diverse Population of Students with Emotional or Behavioral Disorders and Their Families/Caregivers. Fourth CCBD Mini-Library Series: Addressing the Diverse Needs of Children and Youth with Emotional/Behavioral Disorders--Programs That Work.
35p. 1mf. L2 ED 458 777

Garfinkle, Lili

Education, Disability, and Juvenile Justice: Recommended Practices. Fourth CCBD Mini-Library Series: Addressing the Diverse Needs of Children and Youth with Emotional/Behavioral Disorders--Programs That Work.
49p. 1mf. L2 ED 458 775

Garnes, Lori

Peer Coaching Training Manual: Lecture and Slides.
87p. 1mf. L1 ED 458 771

SPED 590 Peer Coaching Seminar: An Online Course about Peer Coaching.
81p. 1mf. L1 ED 458 772

Garrett, R. M.

Teacher Job Satisfaction in Developing Countries. Educational Research Supplemental Series (G).
21p. 1mf. L1 ED 459 150

Garza, Javier

Development of a Computer-Based College Algebra Course.
14p. 1mf. L1 ED 459 078

Gaskell, Carolyn, Comp.

Travel, Sabbatical, and Study Leave Policies in College Libraries. CLIP Note.
110p. 0mf. L3 ED 458 881

Gauvain, Mary

11p. 1mf. L1 ED 459 159

Jackson, Sonja Peters

An Environmental Assessment of Community College Faculty Satisfaction.
128p. 2mf. L1 ED 458 921

Jacobs, Don Trent

Teaching Virtues: Building Character across the Curriculum. A Scarecrow Education Book.
182p. 2mf. L1 ED 459 015

Jacobs-Spencer, Jessica

Teaching Virtues: Building Character across the Curriculum. A Scarecrow Education Book.
182p. 2mf. L1 ED 459 015

Jain, Pankaj

The Effectiveness of Teacher Resource Centre Strategy. Full Report. Education Research.
259p. 3mf. L1 ED 459 149

James, David L.

Split a Gut and Learn: Theory and Research.
10p. 1mf. L1 ED 458 671

Jarrett, Michelle

Parent-Child Communication and Its Perceived Effects on the Young Child's Developing Self-Concept.
27p. 1mf. L1 ED 458 631

Jehl, Jeanne

Education and Community Building: Connecting Two Worlds.
45p. 1mf. L1 ED 458 700

Jenkins, Joe

Early Identification and Intervention for Young Children with Reading/Learning Disabilities. Executive Summary.
11p. 1mf. L1 ED 458 757

Jensen, Julie M., Ed.

The Best in Children's Nonfiction: Reading, Writing, & Teaching Orbis Pictus Award Books.
175p. 2mf. L1 ED 458 591

Jerald, Craig D.

Real Results, Remaining Challenges: The Story of Texas Education Reform.
37p. 1mf. L1 ED 459 191

Joerger, Richard M.

Teacher Induction Programs: A Strategy for Improving the Professional Experience of Beginning Career and Technical

Secondary Education Series.
20p. 1mf. L1 ED 459 137

Lindholm-Leary, Kathryn J.

Dual Language Education. Bilingual Education and Bilingualism.
377p. 0mf. L3 ED 458 820

Impact of Two-Way Bilingual Elementary Programs on Students' Attitudes toward School and College.
42p. 1mf. L1 ED 458 822

Little, Angela

Multi-Grade Teaching: A Review of Research and Practice. Education Research.
74p. 1mf. L1 ED 459 042

Little, Augustus

Psychologists in Partnership with Criminal Justice in American Public Schools: A Match Made in Heaven or a Marriage from Hell?
23p. 1mf. L1 ED 459 276

Littledyke, Michael

Drama and Primary Science.
13p. 1mf. L1 ED 458 643

Liu, Huan-Chung Scott

Perceived Counselor Acculturation Levels: Their Pertinence to Caucasian Client Expectations.
33p. 1mf. L1 ED 458 477

Liu, Kristin

State and District Assessments as an Avenue to Equity and Excellence for English Language Learners with Disabilities. LEP Projects Report.
30p. 1mf. L1 ED 458 739

Liu, Shih-Tsen

Characteristics of Teacher Educators in Career and Technical Education.
81p. 1mf. L1 ED 458 407

Liu, William M.

Poverty and Depression among Men: The Social Class Worldview Model and Counseling Implications.
13p. 1mf. L1 ED 458 473

Livingston, Tab

The Cognitive Impact of a Computer Algebra System on Intermediate Algebra Students at the Community College Level.
12p. 1mf. L1 ED 458 901

Livingstone, David

Informal/Formal Learning and Workload among Ontario Secondary School Teachers. NALL Working Paper.

Morrill, Allen S., Comp.

Travel, Sabbatical, and Study Leave Policies in College Libraries. CLIP Note.
110p. 0mf. L3 ED 458 881

Morris, Timothy, Ed.

Career Frontiers: New Conceptions of Working Lives.
290p. 0mf. L3 ED 458 387

Moseley, Christopher, Ed.

Endangered Languages and the Media. Proceedings of the Fifth FEL Conference (Agadir, Morocco, September 20-23, 2001).
124p. 2mf. L2 ED 458 819

Moseley, David

Ways forward with ICT: Effective Pedagogy Using Information and Communications Technology for Literacy and Numeracy in Primary Schools.
129p. 2mf. L1 ED 458 652

Moss, Peter

Placed and Paid For: Supporting Families through Sponsored Day Care. Studies in Evaluating the Children Act 1989.
139p. 0mf. L3 ED 458 953

Motoike, Janice

Japanese International Students' Attitudes toward Acquaintance Rape.
19p. 1mf. L1 ED 458 512

Mountain, Lee

Early 3 Rs: How To Lead Beginners into Reading, Writing, and Arithme-TALK.
176p. 0mf. L3 ED 458 950

Mourik, Maarten

Cultural Pluriformity: Source of Civilization, Source of Conflicts.
9p. 1mf. L1 ED 459 090

Mousavi, Mahnaz Nowroozi

Child Abuse and Depression in Iranian Students: An Empirical Investigation.
10p. 1mf. L1 ED 458 495

Mroz, Maria

Ways forward with ICT: Effective Pedagogy Using Information and Communications Technology for Literacy and Numeracy in Primary Schools.
129p. 2mf. L1 ED 458 652

Mullis, Fran, Ed.

GSCA (Georgia School Counselors Association) Journal, 2001.

Interim Alternative Educational Settings for Children with Disabilities.
60p. 1mf. L1 ED 458 747

Raby, Rosalind Latiner

Community College Model Characteristics.
14p. 1mf. L1 ED 458 893

Raffe, David

What Happened to the Consensus on Higher Still? CES Briefing.
6p. 1mf. L1 ED 459 115

Ralph, Ginevra

Designing Personalized Learning for Every Student.
146p. 2mf. L2 ED 458 718

Ramadevi, S., Ed.

Reeducating the Educator: Global Perspectives on Community Building. SUNY Series, Teacher Preparation and Development.
242p. 0mf. L3 ED 459 166

Ramanathan, Hema

Assessment and Testing in an English Classroom in India.
8p. 1mf. L1 ED 459 205

Ramay, John

Teacher Attitudes toward Professional Organization-Developed, State Board-Approved Standards for Agricultural Education.
19p. 1mf. L1 ED 459 074

Ramirez-Garnica, Gabriela

Nosotras viviremos. Las destrezas: A Capacity Building Training Manual for Working with Latina Farmworking Youth.
145p. 2mf. L2 ED 459 145

Nosotras viviremos. Las destrezas: Un manual de capacitacion para trabajar con jovenes latinas campesinas (A Capacity Building Training Manual for Working with Latina Farmworking Youth).
146p. 2mf. L2 ED 459 182

Nosotras viviremos. Los consejos: A Capacity Building Training Manual for Working with Latina Farmworking Mothers and Mentors of Girls.
138p. 2mf. L2 ED 459 144

Nosotras viviremos. Los consejos: Un manual de capacitacion para trabajar con madres latinas campesinas (A Capacity Building Training Manual for Working with Latina Farmworking Mothers and Mentors of Girls).
138p. 2mf. L2 ED 459 181

Ramos, Flavia S.

Nosotras viviremos. Las destrezas: A Capacity Building Training Manual for Working with Latina Farmworking Youth.
145p. 2mf. L2 ED 459 145

Smale, Jim, Ed.

Early Childhood Matters: The Bulletin of the Bernard van Leer Foundation, 2001.

330p. 4mf. L1 ED 458 971

Smaller, Harry

Informal/Formal Learning and Workload among Ontario Secondary School Teachers. NALL Working Paper.

42p. 1mf. L1 ED 459 170

Teacher Learning, Informal and Formal: Results of a Canadian Teachers' Federation Survey. NALL Working Paper.

26p. 1mf. L1 ED 459 169

Smith, Abby

The Evidence in Hand: Report of the Task Force on the Artifact in Library Collections. Optimizing Collections and Services for Scholarly Use.

125p. 2mf. L1 ED 458 887

Smith, Carl R.

Dealing with Behaviors Perceived as Unacceptable in Schools: The Interim Alternative Educational Setting Solution. Fourth CCBD Mini-Library Series: Addressing the Diverse Needs of Children and Youth with Emotional/Behavioral Disorders--Programs That Work.

40p. 1mf. L2 ED 458 774

Smith, Karan B.

Web-Based Teacher Education: Improving Communication and Professional Knowledge in Preservice and Inservice Teacher Training.

24p. 1mf. L1 ED 459 161

Smrekar, Claire

March toward Excellence: School Success and Minority Student Achievement in Department of Defense Schools. A Report to the National Education Goals Panel. Lessons from the States.

87p. 1mf. L1 ED 459 218

Snyder, Lynn

Judgments in Identifying and Teaching Children with Language-Based Reading Difficulties. Executive Summary.

10p. 1mf. L1 ED 458 761

Soder, Roger, Ed.

The Beat of a Different Drummer: Essays on Educational Renewal in Honor of John I. Goodlad.

318p. 0mf. L3 ED 458 687

Solomon, Nicky, Ed.

Work-Based Learning: A New Higher Education?

234p. 0mf. L3 ED 458 409

Weaver, Sue

Lesson on Demand. Lesson Plan.
5p. 1mf. L1 ED 459 103

Webster, Alec

Teacher Predictions of Young Children's Literacy Success or Failure in Four Primary Schools.
18p. 1mf. L1 ED 458 612

Wechsler, Harold S.

Access to Success in the Urban High School: The Middle College Movement. Reflective History Series.
206p. 0mf. L3 ED 459 279

Weedon, Jason

National Education Summit, 2001 Briefing Book.
63p. 1mf. L1 ED 459 293

Weill, Jim

WIC in Native American Communities: Building a Healthier America. Report Summary.
19p. 1mf. L1 ED 459 050

Weinberger, Jo

Developing a Storysack Project within a Sure Start Initiative: Reflections and Emerging Findings on Working Together with Parents To Produce a Community Resource.
14p. 1mf. L1 ED 458 545

Weisner, Kristie

North Carolina Child Health Report Card, 2001.
7p. 1mf. L1 ED 459 010

Weiss, Jen

Brave New Voices: The YOUTH SPEAKS Guide to Teaching Spoken Word Poetry.
120p. 0mf. L3 ED 458 653

Weiss, Robert O.

Re-Discovering the American Public Forum: The Role of Academic Debate.
13p. 1mf. L1 ED 458 667

Sustaining Speaking across the Curriculum Programs.
13p. 1mf. L1 ED 458 666

Weitekamp, Maurie

Overview of State Certification/Chartering Criteria for One-Stop Career Centers. Matrices and Final Narrative.
147p. 2mf. L1 ED 458 372

Welford, Geoff

Professional Growth Series.
115p. 0mf. L3 ED 458 528

Braithwaite, John

Does It Matter What I Think? An Exploration of Teachers' Constructions of Literacy and Their Classroom Practices.
25p. 1mf. L1 ED 458 603

Bramald, Rod

Ways forward with ICT: Effective Pedagogy Using Information and Communications Technology for Literacy and Numeracy in Primary Schools.
129p. 2mf. L1 ED 458 652

Bramald, Sarah

Ways forward with ICT: Effective Pedagogy Using Information and Communications Technology for Literacy and Numeracy in Primary Schools.
129p. 2mf. L1 ED 458 652

Brandon, Richard

Washington Kids Count County and City Profiles of Child and Family Well-Being: 2001 Statewide Summaries.
172p. 2mf. L2 ED 459 003

Branum, Cheryl

Youth Risk Behavior Survey of High School Students Attending Bureau Funded Schools, 2001.
84p. 1mf. L1 ED 459 056

Breakey, Christine

Access and Inclusion for Children with Autistic Spectrum Disorders: "Let Me In."
247p. 0mf. L3 ED 458 763

Breaux, Cynthia

Asian American College Students' Beliefs and Perceptions of Therapy.
35p. 1mf. L1 ED 458 474

Bremer, Christine D.

Teacher Induction Programs: A Strategy for Improving the Professional Experience of Beginning Career and Technical Education Teachers.
46p. 1mf. L1 ED 458 436

Brewbaker, James, Ed.

Poems by Adolescents and Adults: A Thematic Collection for Middle School and High School.
270p. 3mf. L1 ED 458 627

Brickman, Nancy Altman, Ed.

Supporting Young Learners 3: Ideas for Child Care Providers and Teachers.
397p. 5mf. L2 ED 458 992

13p. 1mf. L1 ED 459 062

DeBerg, Curtis L.

Entrepreneurship Education for At-Risk Youth: A Successful Model for University/Business Partnerships.
20p. 1mf. L1 ED 458 357

Dee, Jay R.

Organizational Support for Innovation: Perspectives of Community College Faculty.
163p. 2mf. L1 ED 458 899

Deij, Arjen

A Framework for Defining and Assessing Occupational and Training Standards in Developing Countries. Information Series.
67p. 1mf. L1 ED 458 419

Deng, Hui

A-Stratified Computerized Adaptive Testing with Unequal Item Exposure across Strata.
31p. 1mf. L2 ED 459 213

Denmark, Vicki M.

Coaching & Mentoring First-Year and Student Teachers.
151p. 0mf. L3 ED 459 176

Denton, David R.

Improving Children's Readiness for School: Preschool Programs Make a Difference, but Quality Counts!
27p. 1mf. L1 ED 458 998

DeSpain, B. C.

In the Teacher/Service/Scholar Model: What is Valued as "Teaching" in the Promotion and Tenure Process?
12p. 1mf. L1 ED 459 153

Devaraju-Backhaus, S.

An Examination of the Constructs Measured by Parent Behavioral Reports.
9p. 1mf. L1 ED 458 510

DeWitt, Scott Lloyd

Writing Inventions: Identities, Technologies, Pedagogies.
287p. 0mf. L3 ED 458 592

Dhital, Purandhar

Characteristics of Teacher Educators in Career and Technical Education.
81p. 1mf. L1 ED 458 407

di Giantomasso, Tania

E-Commerce and Education. Graduate Paper Series on Electronic Commerce.

Parenting Practices and Children's Participation in Planning.
9p. 1mf. L1 ED 458 996

Geban, Omer

Conceptual Change Text: A Supplementary Material To Facilitate Conceptual Change in Electrochemical Cell Concepts.
23p. 1mf. L2 ED 459 076

Effectiveness of Conceptual Change Text Oriented Instruction on Students' Understanding of Cellular Respiration Concepts.
49p. 1mf. L2 ED 459 077

Geen, Robert

Running To Keep in Place: The Continuing Evolution of Our Nation's Child Welfare System. Occasional Paper. Assessing the New Federalism: An Urban Institute Program To Assess Changing Social Policies.
33p. 1mf. L1 ED 459 281

Gelardin, Sally

After Trauma: Rebuild a Life through Career Narratives.
10p. 1mf. L1 ED 458 483

Gellens, Suzanne R.

Activities That Build the Young Child's Brain.
88p. 1mf. L1 ED 458 941

Gentile, Douglas A.

MediaQuotient TM : National Survey of Family Media Habits, Knowledge, and Attitudes.
103p. 2mf. L1 ED 458 938

Gibbs, William

The Effectiveness of Teacher Resource Centre Strategy. Full Report. Education Research.
259p. 3mf. L1 ED 459 149

Gidycz, Christine A.

Intimate Partner Violence among Unmarried College Women.
34p. 1mf. L1 ED 458 501

Gil-Garcia, Ana

What We Know About: Helping Middle and High School Readers--Teaching and Learning Strategies across the Curriculum.
80p. 0mf. L3 ED 458 550

Gittins, Naomi E., Ed.

Religion & Public Schools: Striking a Constitutional Balance. Revised Edition.
243p. 0mf. L3 ED 458 678

Gleason, Jane

Teaching Latinos Everyday Language Skills. Instructor and Student Workbook.
368p. 0mf. L3 ED 458 842

Education Teachers.
46p. 1mf. L1 ED 458 436

Johanson, Richard

Thailand--Secondary Education for Employment, Volume I: A Policy Note.
57p. 1mf. L2 ED 459 129

Johnson, Dora

An Annotated Bibliography of Second Language Acquisition in Adult English Language Learners.
13p. 1mf. L1 ED 458 834

Johnson, Judy A.

In the Teacher/Service/Scholar Model: What Is Valued as "Teaching" in the Promotion and Tenure Process?
12p. 1mf. L1 ED 459 153

Johnson, Lillian Riggs

Follow-Up of North Carolina Community College Cooperative Education Graduates: Additional Education and Salary Gains.
271p. 3mf. L1 ED 458 904

Johnson, Wynette

Issues Concerning Public School Dropouts in South Texas.
59p. 1mf. L1 ED 458 705

Jones, Dottie, Ed.

HEATH National Resource Directory on Postsecondary Education and Disability, 2001.
52p. 1mf. L1 ED 458 729

Jones, E. Lynn

Current Observations and Future Importance of Leadership Attributes Perceived by Community College Presidents and Vice Presidents for Academic Affairs.
283p. 3mf. L1 ED 458 925

Jones, Patrick

Do It Right! Best Practices for Serving Young Adults in School and Public Libraries. Teens the Library Series.
182p. 0mf. L3 ED 458 880

Jordan, C. Julian

An Analysis of Functional Budget and Expenditure Patterns and Revenue Sources of Tennessee's Public Community Colleges from 1988-89 through 1997-98.
300p. 4mf. L1 ED 458 895

Joyner, Susan

Make It and Take It: Computer-Based Resources for Lesson Planning.
43p. 1mf. L1 ED 458 843

42p. 1mf. L1 ED 459 170

Teacher Learning, Informal and Formal: Results of a Canadian Teachers' Federation Survey. NALL Working Paper.
26p. 1mf. L1 ED 459 169

Lockert, Richard

SARC Literacy Activities Handbook: Supporting Literacy for People with Intellectual/Developmental Challenges.
412p. 5mf. L1 ED 458 386

Loe, Scott A.

Culturally and Linguistically Diverse Students with Behavioral Disorders. Fourth CCBD Mini-Library Series: Addressing the Diverse Needs of Children and Youth with Emotional/Behavioral Disorders--Programs That Work.
80p. 1mf. L2 ED 458 778

Lombardi, Joan

Investing in Better Care for Infants and Toddlers: The Next Frontier for School Readiness.
17p. 1mf. L1 ED 458 977

Long, J. Scott, Ed.

From Scarcity to Visibility: Gender Differences in the Careers of Doctoral Scientists and Engineers.
334p. 4mf. L2 ED 458 851

Loomis, Susan Cooper

Judging Evidence of the Validity of the National Assessment of Educational Progress Achievement Levels.
40p. 1mf. L1 ED 459 212

Lopes da Silva, Aracy

Adult Education and Indigenous Peoples in Brazil. International Survey on Adult Education for Indigenous Peoples. Country Study: Brazil.
47p. 1mf. L1 ED 458 365

Lott, Kathy

Comprehensive School Guidance Planning in Ontario, Canada. Building Your Elementary School Guidance Program: Implementing "Choices into Action" in Your School While Getting Ready for the Program Effectiveness Survey.
8p. 1mf. L1 ED 458 459

Lovelace, Kelly

Educational Applications of Vision Therapy: A Pilot Study on Children with Autism.
21p. 1mf. L1 ED 458 766

Lovitt, Charles

Investigations as a Central Focus for a Mathematics Curriculum.
9p. 1mf. L1 ED 459 082

Lowe, Kaye

105p. 2mf. L1 ED 458 461

Munoz-Lopez, Rosie

Nosotras viviremos. Las destrezas: A Capacity Building Training Manual for Working with Latina Farmworking Youth.
145p. 2mf. L2 ED 459 145

Nosotras viviremos. Las destrezas: Un manual de capacitacion para trabajar con jovenes latinas campesinas (A Capacity Building Training Manual for Working with Latina Farmworking Youth).
146p. 2mf. L2 ED 459 182

Munoz-Lopez, Rosie (Continued)

Nosotras viviremos. Los consejos: A Capacity Building Training Manual for Working with Latina Farmworking Mothers and Mentors of Girls.
138p. 2mf. L2 ED 459 144

Nosotras viviremos. Los consejos: Un manual de capacitacion para trabajar con madres latinas campesinas (A Capacity Building Training Manual for Working with Latina Farmworking Mothers and Mentors of Girls).
138p. 2mf. L2 ED 459 181

Murillo, Enrique G., Jr., Ed.

Education in the New Latino Diaspora: Policy and the Politics of Identity. Sociocultural Studies in Educational Policy Formation and Appropriation.
275p. 0mf. L3 ED 459 029

Murrell, Peter C., Jr.

The Community Teacher: A New Framework for Effective Urban Teaching.
197p. 0mf. L3 ED 459 283

Nakamura, Alice, Ed.

Working Time in Comparative Perspective. Volume II: Life-Cycle Working Time and Nonstandard Work.
382p. 4mf. L2 ED 458 439

Nakamura, Yuji

Rasch Based Analysis of Oral Presentation Assessment for Item Banking.
13p. 1mf. L1 ED 458 821

Rasch Measurement and Item Banking: Theory and Practice.
15p. 1mf. L1 ED 458 812

Nelson, C. Michael

Education, Disability, and Juvenile Justice: Recommended Practices. Fourth CCBD Mini-Library Series: Addressing the Diverse Needs of Children and Youth with Emotional/Behavioral Disorders--Programs That Work.
49p. 1mf. L2 ED 458 775

Nesman, Teresa M.

Nosotras viviremos. Las destrezas: Un manual de capacitacion para trabajar con jovenes latinas campesinas (A Capacity Building Training Manual for Working with Latina Farmworking Youth).

146p. 2mf. L2 ED 459 182

Ramos, Flavia S.

(Continued)

Nosotras viviremos. Los consejos: A Capacity Building Training Manual for Working with Latina Farmworking Mothers and Mentors of Girls.

138p. 2mf. L2 ED 459 144

Nosotras viviremos. Los consejos: Un manual de capacitacion para trabajar con madres latinas campesinas (A Capacity Building Training Manual for Working with Latina Farmworking Mothers and Mentors of Girls).

138p. 2mf. L2 ED 459 181

Ranard, Donald A., Ed.

Heritage Languages in America: Preserving a National Resource. Language in Education: Theory and Practice.

332p. 4mf. L1 ED 458 809

Rassekh, Shapour, Ed.

The Management of Curriculum Change and Adaptation in the Gulf Region. Final Report of the Seminar (Muscat, Oman, February 17-21, 2001).

105p. 2mf. L1 ED 458 721

Reardon, Robert C.

A Holland Perspective on the U.S. Workforce from 1960-1990. Technical Report.

24p. 1mf. L1 ED 458 417

Redfern, Karen

How a National Tragedy Can Psychologically Impact Children.

8p. 1mf. L2 ED 458 504

Reed, Corey A.

A Holland Perspective on the U.S. Workforce from 1960-1990. Technical Report.

24p. 1mf. L1 ED 458 417

Reichardt, Robert

Toward a Comprehensive Approach to Teacher Quality. Policy Brief.

13p. 1mf. L1 ED 459 172

Reifel, Stuart, Ed.

Early Education and Care, and Reconceptualizing Play. Advances in Early Education and Day Care.

330p. 0mf. L3 ED 458 974

Foundations, Adult Dynamics, Teacher Education and Play. Advances in Early Education and Day Care.

240p. 0mf. L3 ED 458 973

Sommer, Robert

The Use of Autobiography in Psychotherapy.
6p. 1mf. L1 ED 458 455

Sonnek, Bonnie K.

Skills and Cognition: The "Phonics" of Academic Literacy?
18p. 1mf. L1 ED 458 585

Sorenson, Barbara R., Comp.

Readings about Children and Youth with Learning Disabilities. ERIC Mini-Bib.
4p. 1mf. L1 ED 458 754

Soukamneuth, Sengsouvanh

Developing Effective Linkages between Job Corps and One-Stop Systems: A Technical Assistance Guide.
68p. 1mf. L1 ED 458 421

Sparrow, Robert

Poverty, Education and Health in Indonesia: Who Benefits from Public Spending? Working Paper.
64p. 1mf. L2 ED 459 053

Spiegelman, Robert G., Ed.

Reemployment Bonuses in the Unemployment Insurance System: Evidence from Three Field Experiments.
304p. 4mf. L2 ED 458 385

St. John, Edward

Using the Basic Academic Skills Samples (BASS) To Evaluate the Impact of Early Literacy Intervention Programs. Policy Research Report.
39p. 1mf. L1 ED 458 642

St. John, Edward P.

Assessing the Rationales for Educational Reforms: A Test of the Professional Development, Comprehensive Reform, and Direct Instruction Hypotheses. Policy Research Report.
40p. 1mf. L1 ED 458 641

Stacey, Julie

The Effects of Combined Content Enhancements on the Performance of Students with Learning Disabilities.
133p. 2mf. L2 ED 458 765

Staiger, Douglas O.

Improving School Accountability Measures. NBER Working Paper Series.
58p. 1mf. L1 ED 459 189

Staley, Joy D.

Practical Model and Protocol for Interpreting MCMI-III Results to Clients.

The Effectiveness of Teacher Resource Centre Strategy. Full Report. Education Research.
259p. 3mf. L1 ED 459 149

Westerhuis, Anneke

European Structures of Qualification Levels: A Synthesis Based on Reports on Recent Developments in Germany, Spain, France, the Netherlands and the United Kingdom (England and Wales). Volume 1. CEDEFOP Reference Series.
122p. 2mf. L1 ED 458 444

European Structures of Qualification Levels: Reports on Recent Developments in Germany, Spain, France, the Netherlands and in the United Kingdom (England and Wales). Volume II.
273p. 3mf. L1 ED 458 445

A Life Long of Learning: Elements for a Policy Agenda. The Six Key Messages of the European Memorandum in a Dutch Perspective.
131p. 2mf. L1 ED 458 435

Westerlund, Mari-Ann

Umea, Sweden--Saskatoon, Canada: Resource-Based Learning Study Tour. A Report of a Study Tour of Saskatoon School Libraries.
98p. 2mf. L1 ED 458 884

Westra, Kathryn E., Ed.

Rural Roots: News, Information, and Commentary from the Rural School and Community Trust, 2000-2001.
78p. 1mf. L1 ED 459 036

Wettersten, Kara B.

Developing American Indian Norms for the Kuder Career Search.
19p. 1mf. L1 ED 458 480

Wharton, Tony

From Welfare to Work: Who Should We Help and How? An Issue Book for National Issues Forums.
33p. 1mf. L1 ED 459 125

Wheeler, Antony

Hungary: Secondary Education and Training. Secondary Education Series.
18p. 1mf. L1 ED 459 131

Poland: Secondary Education and Training. Secondary Education Series.
16p. 1mf. L1 ED 459 136

Romania: Secondary Education and Training. Secondary Education Series.
19p. 1mf. L1 ED 459 133

Russia: Secondary Education and Training. Secondary Education Series.
17p. 1mf. L1 ED 459 135

Turkey: Secondary Education and Training. Secondary Education Series.

SUBJECT INDEX

```
* WORK ORDER#:1047958  * OPER:LXB * DATE:04/29/02 * VOL:          */SUBIDX01
* RESTART:FICHE     4    4 CKPT:    7        1    10   0    1    0   0
```

Ability Identification

Developing American Indian Norms for the Kuder Career Search.
19p. 1mf. L1 ED 458 480

Gifted Children Grown Up.
248p. 0mf. L3 ED 458 764

Abstracts

Resources in Education (RIE). Volume 37, Number 4.
0p. 0mf. L2 ED 458 353

Academic Accommodations (Disabilities)

Accommodations and Modifications: What Parents Need To Know = Facilidades y modificaciones: Lo que los padres necesitan saber.
54p. 1mf. L1 ED 458 752

Project CATALIST (Collaborative Accommodations Training Accenting Local Instructional Strategies and Technology.) Grant Performance Report for Continuation Funding, Fiscal Year 1997. Postsecondary Education Programs for Individuals with Disabilities.
319p. 4mf. L1 ED 458 726

A Self-Study Guide to Implementation of Inclusive Assessment and Accountability Systems. A Best Practice Approach.
73p. 1mf. L1 ED 459 190

Academic Achievement

Analysis of the Performance of Students in Daylit Schools.
6p. 1mf. L1 ED 458 782

Assessing For Profit Schools.
10p. 1mf. L1 ED 458 675

Beating the Odds: A City-by-City Analysis of Student Performance and Achievement Gaps on State Assessments.
243p. 3mf. L2 ED 459 280

California Report Card, 2001: Factors for School Success.
46p. 1mf. L1 ED 458 970

Charter Schools.
24p. 1mf. L1 ED 458 715

Closing the Achievement Gap: Views from Nine Schools.
24p. 1mf. L1 ED 459 302

Cognitively Guided Instruction & Systemic Reform.
32p. 1mf. L1 ED 458 716

Colorado Student Assessment Program Technical Report, 2000.
140p. 2mf. L1 ED 459 186

Competent Children at 10: Families, Early Education, and Schools.
306p. 4mf. L2 ED 458 957

Creating Successful School Systems: Voices from the University, the Field, and the Community.
300p. 0mf. L3 ED 458 707

Do School Facilities Really Impact a Child's Education? IssueTrak: A CEFPI Brief on Educational Facility Issues.
7p. 1mf. L1 ED 458 791

Educational Equity in Alabama: What We Learned from Report Card 2000. Research Brief.
39p. 1mf. L2 ED 459 198

Efectos academicos de programas extracurriculares (Academic Effects of After-School Programs). ERIC Digest.
4p. 1mf. L1 ED 458 989

The Effects of Classroom Competition on Achievement Motivation.
27p. 1mf. L1 ED 458 511

The Effects of Combined Content Enhancements on the Performance of Students with Learning Disabilities.
133p. 2mf. L2 ED 458 765

Alcohol Use among University Students: Incidence, Reasons, and Effects.
10p. 1mf. L1 ED 458 472

Alcohol: Controlling the Toxic Spill. An Issue Book for National Issues Forums.
33p. 1mf. L1 ED 459 126

Algebra

Can You Beat the SC Tuition Prepayment Program?
13p. 1mf. L1 ED 459 079

The Cognitive Impact of a Computer Algebra System on Intermediate Algebra Students at the Community College Level.
12p. 1mf. L1 ED 458 901

Coping with Multiple Calculator Models in College Algebra.
20p. 1mf. L1 ED 459 080

Development of a Computer-Based College Algebra Course.
14p. 1mf. L1 ED 459 078

Allied Health Occupations Education

Dental Assistant. FasTrak Specialization Integrated Technical and Academic Competency (ITAC). Revised.
13p. 1mf. L1 ED 458 376

Nurse Assistant. FasTrak Specialization Integrated Technical and Academic Competency (ITAC). Revised.
17p. 1mf. L1 ED 458 381

Practical Nursing. FasTrak Specialization Integrated Technical and Academic Competency (ITAC). Revised.
16p. 1mf. L1 ED 458 382

Alternative Assessment

Developing and Implementing Authentic Oral Assessment Instruments.
16p. 1mf. L1 ED 458 803

Models for Reporting the Results of Alternate Assessments within State Accountability Systems. Synthesis Report.
22p. 1mf. L1 ED 458 741

Performance Assessment System for Students with Disabilities: Introductory. Revised.
99p. 2mf. L1 ED 458 742

When Assessments Fail: Using Alternative Approaches to Career Exploration.
9p. 1mf. L1 ED 458 490

Alternative Teacher Certification

A New Pathway for Teacher Training: Site-Based/Electronic Learning/Teacher Reading.
8p. 1mf. L1 ED 458 613

Alumni

UA Key Student Outcomes Indicators: A Comparative Analysis of Alumni Survey Responses by Survey Year Cohort & College, 1997-2000.
181p. 2mf. L1 ED 459 203

American Indian Culture

Our Grandmother of the Shawnee: Messages of a Female Deity.
25p. 1mf. L1 ED 458 615

American Indian Education

American Indian/Alaska Native Education and Standards-Based Reform. ERIC Digest.
4p. 1mf. L1 ED 459 039

Barriers to Equal Education for Aboriginal Learners: A Review of

Working Time and Nonstandard Work.
382p. 4mf. L2 ED 458 439

Career Education

Higher Learning=Higher Earnings: What You Need To Know about College and Careers.
17p. 1mf. L1 ED 458 440

Providing Career Counseling to Lesbian Women.
17p. 1mf. L1 ED 458 442

A Taxonomy of Career Development Interventions That Occur in U.S. Secondary Schools.
39p. 1mf. L1 ED 458 408

Career Exploration

"Career Explorations": An IBM Outreach Program for High School Students and "From College To Career": An IBM Outreach Program for College Students.
63p. 1mf. L1 ED 458 500

Imagine...Opportunities and Resources for Academically Talented Youth.
183p. 2mf. L2 ED 458 751

Integrating Psychology and Spirituality during Career Exploration.
7p. 1mf. L1 ED 458 489

When Assessments Fail: Using Alternative Approaches to Career Exploration.
9p. 1mf. L1 ED 458 490

Career Guidance

Comprehensive School Guidance Planning in Ontario, Canada. Building Your Elementary School Guidance Program: Implementing "Choices into Action" in Your School While Getting Ready for the Program Effectiveness Survey.
8p. 1mf. L1 ED 458 459

Pathways to Career Success for Minorities: A Resource Guide to Colleges, Financial Aid, and Work.
378p. 0mf. L3 ED 458 403

A Taxonomy of Career Development Interventions That Occur in U.S. Secondary Schools.
39p. 1mf. L1 ED 458 408

Career Information Systems

Developing American Indian Norms for the Kuder Career Search.
19p. 1mf. L1 ED 458 480

Quality Information--Informed Choices: Advancing the Workforce Information System. Secretary of Labor's Workforce Information System Plan for Federal Fiscal Years 2001-2005.
20p. 1mf. L1 ED 458 430

SkillScan Online: Have Skills, Will Travel.
5p. 1mf. L1 ED 458 485

Career Ladders

Women Chief Academic Officers of Public Community Colleges: Career Paths and Mobility Factors.
138p. 2mf. L1 ED 458 923

Careers

From Scarcity to Visibility: Gender Differences in the Careers of Doctoral Scientists and Engineers.
334p. 4mf. L2 ED 458 851

Caregiver Child Relationship

En sus marcas--Listos--A leer! Para los cuidadores de ninos pequenos: Actividades de lenguaje para la primera infancia y

International Airway.
15p. 1mf. L1 ED 458 629

Communication Skills

Fifteen Years Later: An Investigation of the Long-Term Outcomes of Augmentative and Alternative Communication Interventions.
154p. 2mf. L1 ED 458 727

Communicative Competence (Languages)

Advanced Studies in EFL Teaching.
31p. 1mf. L1 ED 458 794

Community Attitudes

Latina Voices of Des Moines.
337p. 4mf. L1 ED 459 017

Community Change

Education in the New Latino Diaspora: Policy and the Politics of Identity. Sociocultural Studies in Educational Policy Formation and Appropriation.
275p. 0mf. L3 ED 459 029

Community Colleges

An Analysis of Functional Budget and Expenditure Patterns and Revenue Sources of Tennessee's Public Community Colleges from 1988-89 through 1997-98.
300p. 4mf. L1 ED 458 895

British Columbia Transfer TIPS: Facilitation Guide.
15p. 1mf. L1 ED 458 920

Community College Model Characteristics.
14p. 1mf. L1 ED 458 893

Current Observations and Future Importance of Leadership Attributes Perceived by Community College Presidents and Vice Presidents for Academic Affairs.
283p. 3mf. L1 ED 458 925

Factors Affecting Minority Students' Persistence in Community Colleges.
146p. 2mf. L2 ED 458 917

Findings from the California Community College Flashlight Project, 1998-99.
12p. 1mf. L1 ED 458 916

The Five Week Class of the University of Phoenix Corporate Model Can Be Utilized by Community Colleges.
270p. 3mf. L1 ED 458 898

Florida Community College System 2001 Substantive Legislative Issue Papers.
36p. 1mf. L1 ED 458 896

Florida Community College System Governance Survey. Data Trend.
12p. 1mf. L1 ED 458 910

Follow-Up of North Carolina Community College Cooperative Education Graduates: Additional Education and Salary Gains.
271p. 3mf. L1 ED 458 904

Lane Community College Student Follow-Up Study, Spring 2001. 1999-2000 Students: One Year Later.
98p. 2mf. L1 ED 458 908

The Nature and Characteristics of Post-Baccalaureate Reverse Transfer Students and Their Utilization of Career Guidance.
132p. 2mf. L1 ED 458 930

Needs Assessment of the Healthcare Sector in the Washington, D.C., Metropolitan Area. Research Report. Business Needs Assessment Study.
60p. 1mf. L1 ED 458 912

Organizational Support for Innovation: Perspectives of Community College Faculty.

Capacity-Building for Curriculum Specialists in East and South-East Asia. Final Report of the Training Seminar (Bangkok, Thailand, December 12-16, 2000).
51p. 1mf. L1 ED 458 720

The Co-Construction by Early Years Care and Education Practitioners of Literacy and Mathematics Curricula for Young Children.
20p. 1mf. L2 ED 458 610

Composition and Sustainability: Teaching for a Threatened Generation. Refiguring English Studies.
274p. 3mf. L1 ED 458 601

Consensus or Compromise? Making the School-Based Curricula in Lower-Level Comprehensive Schools in Finland. Research Report .
101p. 2mf. L2 ED 459 030

Designing Personalized Learning for Every Student.
146p. 2mf. L2 ED 458 718

Lifeprints ESL for Adults: Literacy. Multimedia Kit .
0p. 0mf. L3 ED 458 844

Make It and Take It: Computer-Based Resources for Lesson Planning.
43p. 1mf. L1 ED 458 843

The Management of Curriculum Change and Adaptation in the Gulf Region. Final Report of the Seminar (Muscat, Oman, February 17-21, 2001).
105p. 2mf. L1 ED 458 721

Results That Matter: An Approach to Program Quality Using Equipped for the Future.
36p. 1mf. L1 ED 458 397

Supporting Young Learners 3: Ideas for Child Care Providers and Teachers.
397p. 5mf. L2 ED 458 992

Curriculum Enrichment

Wilbur and Orville Wright. Curriculum Guide and Activity Booklet.
76p. 1mf. L1 ED 459 107

Curriculum Evaluation

Literacy and the Curriculum: Success in Senior Secondary Schooling.
200p. 0mf. L3 ED 458 517

The Management of Curriculum Change and Adaptation in the Gulf Region. Final Report of the Seminar (Muscat, Oman, February 17-21, 2001).
105p. 2mf. L1 ED 458 721

Curriculum Guides

The Common Curriculum Framework for International Languages: Six-Year Program (Grade 7 to Grade 12). Western Canadian Protocol for Collaboration in Basic Education, Alberta Version.
78p. 1mf. L1 ED 458 799

Customized Training

Adult Education at Work: A Collaborative Resource Addressing the Changing World of Work and Learning.
155p. 2mf. L1 ED 458 356

Cutting Scores

Judging Evidence of the Validity of the National Assessment of Educational Progress Achievement Levels.
40p. 1mf. L1 ED 459 212

Daily Living Skills

Access and Inclusion for Children with Autistic Spectrum

Changing World of Work and Learning.
155p. 2mf. L1 ED 458 356

High Road Partnerships Report: Innovations in Building Good Jobs and Strong Communities.
43p. 1mf. L1 ED 458 355

Higher Learning=Higher Earnings: What You Need To Know about College and Careers.
17p. 1mf. L1 ED 458 440

The Internship Experience: Linking the University to the Workplace.
20p. 1mf. L2 ED 458 359

Learning To Compete: Education, Training & Enterprise in Ghana, Kenya & South Africa. Education Research.
114p. 2mf. L1 ED 458 418

Linking Service-Learning and School-to-Work: Policy, Partnerships and Practice To Help All Students Succeed.
33p. 1mf. L1 ED 458 441

Pathways to Career Success for Minorities: A Resource Guide to Colleges, Financial Aid, and Work.
378p. 0mf. L3 ED 458 403

Special Features of the Finnish Labour Market and Challenges for Education.
18p. 1mf. L1 ED 458 370

Transition Education and Services for Adolescents with Disabilities. Third Edition.
422p. 0mf. L3 ED 458 389

Work-Based Learning: A New Higher Education?
234p. 0mf. L3 ED 458 409

Educational Administration

Florida Community College System Governance Survey. Data Trend.
12p. 1mf. L1 ED 458 910

Integrating Four Courses into a 12 Credit Hour Block of Instruction in an On-Line Format as Part of a Master's Program in Educational Administration.
33p. 1mf. L1 ED 458 864

Vocational Education and Training in Belgium. Second Edition.
145p. 2mf. L1 ED 458 448

Educational Assessment

Addendum to Improving Classroom Assessment: A Toolkit for Professional Developers.
56p. 1mf. L1 ED 459 195

Assessing One and All: Educational Accountability for Students with Disabilities.
197p. 3mf. L1 ED 458 746

The Effectiveness of Summer School in Getting Students To Function on Grade Level in Gateway Grades.
13p. 1mf. L1 ED 458 704

Models for Reporting the Results of Alternate Assessments within State Accountability Systems. Synthesis Report.
22p. 1mf. L1 ED 458 741

Performance Assessment System for Students with Disabilities: Introductory. Revised.
99p. 2mf. L1 ED 458 742

Read-Aloud Accommodation: Effects on Multiple-Choice Reading and Math Items. Technical Report.
31p. 1mf. L1 ED 458 740

State and District Assessments as an Avenue to Equity and Excellence for English Language Learners with Disabilities. LEP Projects Report.
30p. 1mf. L1 ED 458 739

Truckee Meadows Community College Faculty & Staff Climate Survey, Fall 2000.

```
/SUBIDX01     * WORK ORDER#:1047958  * OPER:LXB * DATE:04/29/02 * VOL:             */SUBIDX01
              * RESTART:FICHE     4    4 CKPT:    7        1    10   0    1    0  0
```

the United Kingdom (England and Wales). Volume II.
273p. 3mf. L1 ED 458 445

The Financing of Vocational Education and Training in Portugal. Financing Portrait. CEDEFOP Panorama Series.
93p. 1mf. L1 ED 458 449

Learning Disabilities: Historical Perspectives. Executive Summary.
9p. 1mf. L1 ED 458 756

Lifelong Learning in Finland: The Extent to Which Vocational Education and Training Policy Is Nurturing Lifelong Learning in Finland. CEDEFOP Panorama Series.
98p. 2mf. L1 ED 458 447

Milestones in Rural Education, 1950-2000. A SERVE Special Report.
10p. 1mf. L1 ED 459 057

Trends in Standards of Literacy in the United Kingdom, 1948-1996.
17p. 1mf. L1 ED 458 604

Vocational Education and Training in Belgium. Brief Description. CEDEFOP Panorama Series.
41p. 1mf. L1 ED 458 450

Vocational Education and Training in Belgium. Second Edition.
145p. 2mf. L1 ED 458 448

What Schools for the Future? Education and Skills.
246p. 3mf. L1 ED 458 717

Educational Vouchers

School Vouchers: Publicly Funded Programs in Cleveland and Milwaukee. Report to the Honorable Judd Gregg, U.S. Senate.
56p. 1mf. L1 ED 459 288

Elder Abuse

Preventing and Reporting Resident Abuse in Assisted Living: A Learning Module for Resident Assistants.
22p. 1mf. L1 ED 458 398

Electric Batteries

Conceptual Change Text: A Supplementary Material To Facilitate Conceptual Change in Electrochemical Cell Concepts.
23p. 1mf. L2 ED 459 076

Electrical Occupations

Electrical Trades. FasTrak Specialization Integrated Technical and Academic Competency (ITAC). Revised.
10p. 1mf. L1 ED 458 378

Electrochemistry

Conceptual Change Text: A Supplementary Material To Facilitate Conceptual Change in Electrochemical Cell Concepts.
23p. 1mf. L2 ED 459 076

Electromechanical Technology

Electronics. FasTrak Specialization Integrated Technical and Academic Competency (ITAC). Revised.
11p. 1mf. L1 ED 458 379

Electronic Mail

The Computer-Email-Web (CEW) Fluency Scale--Development and Validation.
31p. 1mf. L1 ED 458 657

Electronic Mail in Foreign Language Learning Revisited.
25p. 1mf. L1 ED 458 817

Findings from the California Community College Flashlight Project, 1998-99.
12p. 1mf. L1 ED 458 916

Virtual Reference Services--Down-Under: A Cautionary Tale.

SUBJECT INDEX

/SUBIDX01 * WORK ORDER#: 1047958 * OPER: LXB * DATE: 04/29/02 * VOL: */SUBIDX01
* RESTART: FICHE 4 4 CKPT: 7 1 10 0 1 0 0

Retention and Attrition of Pacific School Teachers and Administrators (RAPSTA) Study: A Compilation of Reports. Research Series.
216p. 3mf. L1 ED 458 701

Retention and Attrition of Pacific School Teachers and Administrators (RAPSTRA) Study: Commonwealth of the Northern Mariana Islands (CNMI). Research Series.
36p. 1mf. L1 ED 458 702

Faculty Workload

Part-Time Faculty.
10p. 1mf. L1 ED 458 848

Family (Sociological Unit)

Family Functioning: Understanding Families and Helping Them Cope. Grow to 5 Module L.
121p. 2mf. L1 ED 458 743

The Ties That Bind: Understanding Today's Families--What They Look Like, What They Do, How They Feel. Perspectives.
38p. 1mf. L2 ED 458 936

Family Attitudes

MediaQuotient TM : National Survey of Family Media Habits, Knowledge, and Attitudes.
103p. 2mf. L1 ED 458 938

Family Characteristics

The Ties That Bind: Understanding Today's Families--What They Look Like, What They Do, How They Feel. Perspectives.
38p. 1mf. L2 ED 458 936

Welfare Reform in Rural America: A Review of Current Research.
65p. 1mf. L1 ED 459 054

Family Day Care

Early Childhood Settings in 15 Countries: What Are Their Structural Characteristics? The IEA Preprimary Project, Phase 2.
408p. 5mf. L2 ED 459 001

Family Environment

Children's Work and Schooling: Does Gender Matter? Evidence from the Peru LSMS Panel Data. Working Paper.
39p. 1mf. L2 ED 459 052

Family Income

Deepening Disparity: Income Equality in New York City.
9p. 1mf. L1 ED 459 306

Family Influence

Competent Children at 10: Families, Early Education, and Schools.
306p. 4mf. L2 ED 458 957

Ten Years Old & Competent. The Fourth Stage of the Competent Children Project: A Summary of the Main Findings.
37p. 1mf. L2 ED 458 958

Family Literacy

Building Family Literacy in an Urban Community. Language and Literacy Series.
179p. 0mf. L3 ED 459 275

Family Literacy Programs: The Whole Is More Than the Sum of Its Parts.
17p. 1mf. L1 ED 458 584

Family Needs

Placed and Paid For: Supporting Families through Sponsored Day

```
/SUBIDX01          * WORK ORDER#:1047958  * OPER:LXB * DATE:04/29/02 * VOL:          */SUBIDX01
                   * RESTART:FICHE     4    4 CKPT:     7          1    10   0   1   0  0
```

Nosotras viviremos. Las destrezas: Un manual de capacitacion para trabajar con jovenes latinas campesinas (A Capacity Building Training Manual for Working with Latina Farmworking Youth).
146p. 2mf. L2 ED 459 182

Nosotras viviremos. Los consejos: A Capacity Building Training Manual for Working with Latina Farmworking Mothers and Mentors of Girls.
138p. 2mf. L2 ED 459 144

Nosotras viviremos. Los consejos: Un manual de capacitacion para trabajar con madres latinas campesinas (A Capacity Building Training Manual for Working with Latina Farmworking Mothers and Mentors of Girls).
138p. 2mf. L2 ED 459 181

Teaching Latinos Everyday Language Skills. Instructor and Student Workbook.
368p. 0mf. L3 ED 458 842

Historic Sites

Save Our History. America's Most Endangered, 2001. Videotape and The Idea Book for Educators.
0p. 0mf. L3 ED 459 119

History

The History and Development of the Campbell Interest and Skill Survey (CISS).
24p. 1mf. L2 ED 458 464

Teaching Narrative in Psychology: Scholarly Foundations and Advisement Resources.
16p. 1mf. L1 ED 458 467

History Instruction

Homespun: Teaching Local History in Grades 6-12.
192p. 0mf. L3 ED 459 108

Holistic Approach

A Cost-Benefit Analysis of Hollow Water's Community Holistic Circle Healing Process.
107p. 2mf. L1 ED 459 018

Teaching Virtues: Building Character across the Curriculum. A Scarecrow Education Book.
182p. 2mf. L1 ED 459 015

Homosexuality

Lesbian, Gay, Bisexual, and Transgender Rights: A Human Rights Perspective. Human Rights Education Series, Topic Book.
119p. 2mf. L2 ED 459 127

Measuring Counselor Competence with Lesbian/Gay/Bisexual Clients: Implications for Multicultural Training.
15p. 1mf. L1 ED 458 454

Prejudice or Preference? Attitudes of Gay and Lesbian Christians.
20p. 1mf. L1 ED 458 496

What Schools Need To Know: LGBT Students and the Law.
15p. 1mf. L1 ED 459 295

Zero Indifference: A How-To Guide for Ending Name-Calling in Schools.
16p. 1mf. L1 ED 459 297

Honors Curriculum

Increasing Opportunity To Learn via Access to Rigorous Courses and Programs: One Strategy for Closing the Achievement Gap for At-Risk and Ethnic Minority Students.
75p. 1mf. L1 ED 459 303

House Plan

235p. 3mf. L1 ED 458 354

Job Performance

If My Career's on the Fast Track, Where Do I Get a Road Map? Surviving and Thriving in the Real World of Work.
272p. 0mf. L3 ED 458 388

Job Placement

Transitional Jobs: A Bridge into the Workforce for Hard-To-Employ Welfare Recipients. Policy Brief.
12p. 1mf. L1 ED 458 401

Job Satisfaction

Achieving Life Balance: Myths, Realities, and Developmental Perspectives. Information Series.
46p. 1mf. L1 ED 458 420

An Environmental Assessment of Community College Faculty Satisfaction.
128p. 2mf. L1 ED 458 921

If My Career's on the Fast Track, Where Do I Get a Road Map? Surviving and Thriving in the Real World of Work.
272p. 0mf. L3 ED 458 388

Teacher Job Satisfaction in Developing Countries. Educational Research Supplemental Series (G).
21p. 1mf. L1 ED 459 150

What's Right about the Principalship?
16p. 1mf. L1 ED 458 710

What's Right about the School Superintendency?
17p. 1mf. L1 ED 458 711

Job Search Methods

If My Career's on the Fast Track, Where Do I Get a Road Map? Surviving and Thriving in the Real World of Work.
272p. 0mf. L3 ED 458 388

Inside Secrets of Finding a Teaching Job.
200p. 0mf. L3 ED 459 142

Job Sharing

Working Time in Comparative Perspective. Volume I: Patterns, Trends, and the Policy Implications for Earnings Inequality and Unemployment.
424p. 5mf. L2 ED 458 438

Job Skills

Advancing Your Career: Concepts of Professional Nursing. Second Edition.
498p. 0mf. L3 ED 458 402

Dental Assistant. FasTrak Specialization Integrated Technical and Academic Competency (ITAC). Revised.
13p. 1mf. L1 ED 458 376

Drafting. FasTrak Specialization Integrated Technical and Academic Competency (ITAC). Revised.
9p. 1mf. L1 ED 458 377

Electrical Trades. FasTrak Specialization Integrated Technical and Academic Competency (ITAC). Revised.
10p. 1mf. L1 ED 458 378

Graphic Communications. FasTrak Specialization Integrated Technical and Academic Competency (ITAC). Revised.
12p. 1mf. L1 ED 458 380

Needs Assessment of the Healthcare Sector in the Washington, D.C., Metropolitan Area. Research Report. Business Needs Assessment Study.
60p. 1mf. L1 ED 458 912

Nurse Assistant. FasTrak Specialization Integrated Technical and

```
/SUBIDX01    * WORK ORDER#: 1047958  * OPER:LXB * DATE:04/29/02 * VOL:          */SUBIDX01
             * RESTART:FICHE     4    4 CKPT:     7        1    10   0   1   0   0
```

Lifeprints ESL for Adults: Literacy. Multimedia Kit .
0p. 0mf. L3 ED 458 844

Reading Lives: Working-Class Children and Literacy Learning. Language and Literacy Series.
180p. 0mf. L3 ED 459 284

Results That Matter: An Approach to Program Quality Using Equipped for the Future.
36p. 1mf. L1 ED 458 397

SARC Literacy Activities Handbook: Supporting Literacy for People with Intellectual/Developmental Challenges.
412p. 5mf. L1 ED 458 386

Seeding Literacy: Adult Educators Research Their Practice.
111p. 2mf. L1 ED 458 375

Successful Instruction for Literacy-Level Adults. CARLA Working Paper.
71p. 1mf. L1 ED 458 839

Literary Criticism

Collaborative Learning and Interpretation of Literature.
11p. 1mf. L1 ED 458 628

Critical Encounters in High School English: Teaching Literary Theory to Adolescents. Language and Literacy Series.
216p. 0mf. L3 ED 458 579

Critical Theory & Textual Arguments: Expanding Habermas's Analysis of Literary Claims.
13p. 1mf. L1 ED 458 646

"Heart of Darkness" Webquest: Using Technology To Teach Literary Criticism.
29p. 1mf. L1 ED 458 622

Literary Devices

"Based on a True-Story": Using "The Ballad of Frankie Silver" To Teach the Conventions of Narrative.
11p. 1mf. L1 ED 458 620

Literary Genres

Teaching with Cats: Integration of Children's Interests and Literature To Enhance Reading Comprehension.
12p. 1mf. L1 ED 458 530

Literature Appreciation

"Based on a True-Story": Using "The Ballad of Frankie Silver" To Teach the Conventions of Narrative.
11p. 1mf. L1 ED 458 620

The Contributions of Rebecca Caudill and Dorothy Hoobler to Appalachian Literature for Young Adults.
11p. 1mf. L1 ED 458 662

Critical Encounters in High School English: Teaching Literary Theory to Adolescents. Language and Literacy Series.
216p. 0mf. L3 ED 458 579

Sharing Culture? Sharing Texts in Seven to Ten English.
10p. 1mf. L1 ED 458 583

A Teaching Guide for "A Far-Off Land" by Rebecca Caudill and "The Trail on Which They Wept" by Dorothy Hoobler.
7p. 1mf. L1 ED 458 663

Local History

Homespun: Teaching Local History in Grades 6-12.
192p. 0mf. L3 ED 459 108

Long Range Planning

A District Level Planning Model.
24p. 1mf. L1 ED 458 697

Five Shoes Waiting To Drop on Arizona's Future. Arizona Policy

```
/SUBIDX01          * WORK ORDER#:1047958  * OPER:LXB * DATE:04/29/02 * VOL:          */SUBIDX01
                   * RESTART:FICHE     4    4 CKPT:     7        1    10   0   1   0  0
```

74p. 1mf. L1 ED 459 042

Online Courses

eTech College of Wisconsin Plan.

42p. 1mf. L1 ED 458 894

Findings from the California Community College Flashlight Project, 1998-99.

12p. 1mf. L1 ED 458 916

Online Searching

99 Jumpstarts to Research: Topic Guides for Finding Information on Current Issues.

227p. 0mf. L3 ED 458 882

Online Systems

Integrating Four Courses into a 12 Credit Hour Block of Instruction in an On-Line Format as Part of a Master's Program in Educational Administration.

33p. 1mf. L1 ED 458 864

Operating Expenses

Fiscal Year 2003 Higher Education Budget Recommendations. Implementing "The Illinois Commitment: Partnerships, Opportunities and Excellence."

229p. 3mf. L1 ED 458 856

Operations Research

APPA Custodial Operation Self-Analysis Program.

14p. 1mf. L2 ED 458 786

Optical Data Disks

Publishing Accessible Materials on the Web and CD-ROM.

10p. 1mf. L1 ED 458 734

Stretching & Flexibility: An Interactive Encyclopedia of Stretching. CD-ROM .

0p. 0mf. L3 ED 459 158

Oral Interpretation

Brave New Voices: The YOUTH SPEAKS Guide to Teaching Spoken Word Poetry.

120p. 0mf. L3 ED 458 653

Oral Language

Developing and Implementing Authentic Oral Assessment Instruments.

16p. 1mf. L1 ED 458 803

Rasch Based Analysis of Oral Presentation Assessment for Item Banking.

13p. 1mf. L1 ED 458 821

A Study of Children's Early Oral Production in the Target Language in Japanese Immersion Classrooms.

31p. 1mf. L1 ED 458 826

Organizational Change

Career Frontiers: New Conceptions of Working Lives.

290p. 0mf. L3 ED 458 387

Improving Student Achievement: Some Structural Incompatibilities.

32p. 1mf. L1 ED 458 692

Partnering for Quality under the Workforce Investment Act: A Tool Kit for One-Stop System Building. Module 2: Partnering and Organizational Change. Trainer Manual with Participant Workbook.

149p. 2mf. L1 ED 458 423

What Is Really Changing When Schools Restructure? Views from Four School Districts. Reports and Papers in Progress.

/SUBIDX01 * WORK ORDER#:1047958 * OPER:LXB * DATE:04/29/02 * VOL: */SUBIDX01
* RESTART:FICHE 4 4 CKPT: 7 1 10 0 1 0 0

Naturalist Intelligence: From the Perspective of Developmentally and Culturally Appropriate Practice (DCAP).
11p. 1mf. L1 ED 458 944

Preservation

The Evidence in Hand: Report of the Task Force on the Artifact in Library Collections. Optimizing Collections and Services for Scholarly Use.
125p. 2mf. L1 ED 458 887

Preservice Teacher Education

An Action Research Perspective of Making Connections between Science and Mathematics in a Science Methods Course.
22p. 1mf. L1 ED 459 071

The Community Teacher: A New Framework for Effective Urban Teaching.
197p. 0mf. L3 ED 459 283

The Development of a Conceptual Framework: The Stimulation for Coherence and Continuous Improvement in Teacher Education.
104p. 0mf. L3 ED 459 141

Educating Culturally Responsive Teachers: A Coherent Approach. SUNY Series, Teacher Preparation and Development.
237p. 0mf. L3 ED 459 168

Expeditionary Learning Approach in Integrated Teacher Education: Model Effectiveness and Dilemma.
13p. 1mf. L1 ED 459 155

A New Pathway for Teacher Training: Site-Based/Electronic Learning/Teacher Reading.
8p. 1mf. L1 ED 458 613

Peer Coaching Training Manual: Lecture and Slides.
87p. 1mf. L1 ED 458 771

Pioneer Mentoring in Teacher Preparation: From the Voices of Women Religious.
195p. 0mf. L3 ED 459 178

"Reading for Information": How Student Teachers React to an Interactive Teaching Approach.
8p. 1mf. L1 ED 458 543

Reeducating the Educator: Global Perspectives on Community Building. SUNY Series, Teacher Preparation and Development.
242p. 0mf. L3 ED 459 166

The Role of Education in Preventing Ethnic Conflicts: The Case of Roma in the Czech Republic. GSFI Occasional Paper.
59p. 1mf. L1 ED 459 278

Teacher Induction Programs: A Strategy for Improving the Professional Experience of Beginning Career and Technical Education Teachers.
46p. 1mf. L1 ED 458 436

Pretend Play

Supporting Drama and Imaginative Play in the Early Years. Supporting Early Learning.
171p. 0mf. L3 ED 458 942

Prevention

Athletic Liability: Managing Liability in Athletics and Physical Education.
99p. 2mf. L2 ED 458 719

The Challenges of Gangs and Youth Violence in the Schools. Fourth CCBD Mini-Library Series: Addressing the Diverse Needs of Children and Youth with Emotional/Behavioral Disorders--Programs That Work.
54p. 1mf. L2 ED 458 773

Research on Full-Service Schools and Students with Disabilities. ERIC/OSEP Digest.

SUBJECT INDEX

/SUBIDX01 * WORK ORDER#: 1047958 * OPER: LXB * DATE: 04/29/02 * VOL: */SUBIDX01
* RESTART: FICHE 4 4 CKPT: 7 1 10 0 1 0 0

Facilidades y modificaciones: Lo que los padres necesitan saber.
54p. 1mf. L1 ED 458 752

Early Identification and Intervention for Young Children with Reading/Learning Disabilities. Executive Summary.
11p. 1mf. L1 ED 458 757

The Identification of "Need" in Reading.
10p. 1mf. L1 ED 458 533

Judgments in Identifying and Teaching Children with Language-Based Reading Difficulties. Executive Summary.
10p. 1mf. L1 ED 458 761

Learning through Literacy: Adapting Novels by Roald Dahl for Students in Self-Contained or Inclusive Classrooms. The Professional Growth Series.
115p. 0mf. L3 ED 458 528

Read-Aloud Accommodation: Effects on Multiple-Choice Reading and Math Items. Technical Report.
31p. 1mf. L1 ED 458 740

Reading and Writing Difficulties--A Problem? EMIR Education and Research.
84p. 1mf. L1 ED 458 542

Supporting Struggling Readers and Writers: Strategies for Classroom Intervention 3-6.
264p. 0mf. L3 ED 458 548

Teaching Reading in High School English Classes.
182p. 2mf. L1 ED 458 526

What We Know About: Helping Middle and High School Readers--Teaching and Learning Strategies across the Curriculum.
80p. 0mf. L3 ED 458 550

Reading Habits

Literacies, Contexts and Practices: Public Devices for Their Definition.
17p. 1mf. L1 ED 458 544

Reading Improvement

Developing a Reading Community.
8p. 1mf. L1 ED 458 521

Forced Processing Tactics To Increase Reading Rates, Comprehension and Vocabulary Skills with College Students.
7p. 1mf. L1 ED 458 534

Improving Children's Reading Ability through Volunteer Reading Tutoring Programs. Issue Brief.
6p. 1mf. L2 ED 458 570

Improving Standards of Literacy and Numeracy in the Early Years of Primary School: Preliminary Findings from the National Evaluation of the Early Intervention Programme in Scotland.
7p. 1mf. L2 ED 458 606

Teaching Reading in High School English Classes.
182p. 2mf. L1 ED 458 526

What We Know About: Helping Middle and High School Readers--Teaching and Learning Strategies across the Curriculum.
80p. 0mf. L3 ED 458 550

Reading Instruction

Assessing the Rationales for Educational Reforms: A Test of the Professional Development, Comprehensive Reform, and Direct Instruction Hypotheses. Policy Research Report.
40p. 1mf. L1 ED 458 641

Assistive Technology Solutions for IEP Teams.
332p. 0mf. L3 ED 458 769

The Brain and Reading. Topics in Early Reading Coherence.
4p. 1mf. L1 ED 458 557

Building Reading Proficiency at the Secondary Level: A Guide to Resources. Introduction.

SUBJECT INDEX

/SUBIDX01 * WORK ORDER#: 1047958 * OPER: LXB * DATE: 04/29/02 * VOL: */SUBIDX01
* RESTART: FICHE 4 4 CKPT: 7 1 10 0 1 0 0

318p. 0mf. L3 ED 458 687

Breaking Up Large High Schools: Five Common (and Understandable) Errors of Execution. ERIC Digest.
4p. 1mf. L1 ED 459 049

Charter Schools.
24p. 1mf. L1 ED 458 715

The Child at School: Interactions with Peers and Teachers. Texts in Developmental Psychology.
256p. 0mf. L3 ED 458 951

Closing the Achievement Gap: Views from Nine Schools.
24p. 1mf. L1 ED 459 302

Consensus or Compromise? Making the School-Based Curricula in Lower-Level Comprehensive Schools in Finland. Research Report .
101p. 2mf. L2 ED 459 030

Creating Successful School Systems: Voices from the University, the Field, and the Community.
300p. 0mf. L3 ED 458 707

The Extra-Ordinary School: Parergonality & Pedagogy. Counterpoints: Studies in the Postmodern Theory of Education.
212p. 0mf. L3 ED 458 686

Professional Communities and the Work of High School Teaching.
192p. 0mf. L3 ED 459 157

School District Reorganization

What Is Really Changing When Schools Restructure? Views from Four School Districts. Reports and Papers in Progress.
16p. 1mf. L2 ED 458 672

School Districts

Failing Schools in Michigan: The Surprising Scale.
40p. 1mf. L1 ED 459 201

Leadership for Student Learning: Restructuring School District Leadership. School Leadership for the 21st Century Initiative: A Report of the Task Force on School District Leadership.
40p. 1mf. L2 ED 458 684

School Effectiveness

Analysis of the Performance of Students in Daylit Schools.
6p. 1mf. L1 ED 458 782

Do School Facilities Really Impact a Child's Education? IssueTrak: A CEFPI Brief on Educational Facility Issues.
7p. 1mf. L1 ED 458 791

High-Performing Schools Serving Mexican American Students: What They Can Teach Us. ERIC Digest.
4p. 1mf. L1 ED 459 048

The Results Fieldbook: Practical Strategies from Dramatically Improved Schools.
162p. 2mf. L2 ED 458 722

School Guidance

Comprehensive School Guidance Planning in Ontario, Canada. Building Your Elementary School Guidance Program: Implementing "Choices into Action" in Your School While Getting Ready for the Program Effectiveness Survey.
8p. 1mf. L1 ED 458 459

Developing Psycho-Educational Groups for Japanese High Schools.
35p. 1mf. L1 ED 458 460

School Health Services

Promoting Healthy Youth, Schools, and Communities: A Guide to Community-School Health Advisory Councils.
168p. 2mf. L1 ED 459 140

School Holding Power

/SUBIDX01 * WORK ORDER#:1047958 * OPER:LXB * DATE:04/29/02 * VOL: */SUBIDX01
* RESTART:FICHE 4 4 CKPT: 7 1 10 0 1 0 0

Spirituality Questionnaire.
25p. 1mf. L1 ED 458 475

A Cost-Benefit Analysis of Hollow Water's Community Holistic Circle Healing Process.
107p. 2mf. L1 ED 459 018

Integrating Psychology and Spirituality during Career Exploration.
7p. 1mf. L1 ED 458 489

An Intellectual Biography of Ivan Illich.
116p. 2mf. L1 ED 458 393

Our Grandmother of the Shawnee: Messages of a Female Deity.
25p. 1mf. L1 ED 458 615

Spouses

The Egalitarian Marriages of Six Froebelian Leaders in Late Nineteenth Century America.
23p. 1mf. L1 ED 458 997

Staff Development

Computer and Information Technologies: Resources for the Postsecondary Education of Students with Disabilities. Final Report to the Office of Learning Technologies.
149p. 2mf. L1 ED 458 733

Standard Setting

Development of Vocational Education and Training Standards: The Impact of Labour Market Information. Manual. Qualifications and Training Methods.
79p. 1mf. L1 ED 458 431

European Structures of Qualification Levels: A Synthesis Based on Reports on Recent Developments in Germany, Spain, France, the Netherlands and the United Kingdom (England and Wales). Volume 1. CEDEFOP Reference Series.
122p. 2mf. L1 ED 458 444

European Structures of Qualification Levels: Reports on Recent Developments in Germany, Spain, France, the Netherlands and in the United Kingdom (England and Wales). Volume 3.
62p. 1mf. L1 ED 458 446

A Framework for Defining and Assessing Occupational and Training Standards in Developing Countries. Information Series.
67p. 1mf. L1 ED 458 419

Innovative Practices in Vocational Education and Training Standards in the Mashreq Region. Conference Report (Cairo, Egypt, April 7-9, 2001) .
44p. 1mf. L1 ED 458 433

Standardized Tests

Strategic Plan for Standards-Based Reform. Report of Progress.
52p. 1mf. L1 ED 458 682

Standards

The Cutting Edge for Counselors: Licensure.
10p. 1mf. L1 ED 458 492

State Action

Leadership for Student Learning: Recognizing the State's Role in Public Education. School Leadership for the 21st Century Initiative: A Report of the Task Force on State Leadership.
34p. 1mf. L2 ED 458 683

State Aid

Building Aid Shortchanges the Big Cities: The Distribution of Building Aid to New York State School Districts, 1992-1999.
14p. 1mf. L1 ED 458 788

110p. 2mf. L1 ED 458 814

Teacher Effectiveness

Cognitively Guided Instruction & Systemic Reform.
32p. 1mf. L1 ED 458 716

ERIC/EECE Newsletter, 2001.
14p. 1mf. L1 ED 458 988

Relationships between In-Course Alignment Indicators and Post-Course Criteria of Quality Teaching and Learning in Higher Education.
9p. 1mf. L1 ED 458 863

The Results Fieldbook: Practical Strategies from Dramatically Improved Schools.
162p. 2mf. L2 ED 458 722

Web-Based Teacher Education: Improving Communication and Professional Knowledge in Preservice and Inservice Teacher Training.
24p. 1mf. L1 ED 459 161

What It Takes To Be a Teacher: The Role of Personal and Professional Development.
192p. 0mf. L3 ED 459 156

Teacher Expectations of Students

Key Elements of Quality Schools: A Survey of Teachers, Students and Principals. The MetLife Survey of the American Teacher, 2001.
198p. 3mf. L1 ED 459 152

Teacher Predictions of Young Children's Literacy Success or Failure in Four Primary Schools.
18p. 1mf. L1 ED 458 612

Teacher Improvement

Charter Schools.
24p. 1mf. L1 ED 458 715

The Effectiveness of Teacher Resource Centre Strategy. Full Report. Education Research.
259p. 3mf. L1 ED 459 149

More Parental Choice in Europe? Overview of Effectiveness Differences between Religious Schools and Public Schools in Several European Societies.
22p. 1mf. L1 ED 458 709

What It Takes To Be a Teacher: The Role of Personal and Professional Development.
192p. 0mf. L3 ED 459 156

Teacher Influence

Appalachian Women Teaching the Future.
11p. 1mf. L1 ED 459 175

Teacher Predictions of Young Children's Literacy Success or Failure in Four Primary Schools.
18p. 1mf. L1 ED 458 612

Teacher Interns

A New Pathway for Teacher Training: Site-Based/Electronic Learning/Teacher Reading.
8p. 1mf. L1 ED 458 613

Teacher Morale

Retention and Attrition of Pacific School Teachers and Administrators (RAPSTA) Study: A Compilation of Reports. Research Series.
216p. 3mf. L1 ED 458 701

Teacher Qualifications

A National Study of the Supply and Demand for Teachers of

Psychological Health.
13p. 1mf. L1 ED 458 466

"Good Guys Don't Wear Hats": Children's Talk about the Media.
176p. 0mf. L3 ED 458 947

Intimate Partner Violence among Unmarried College Women.
34p. 1mf. L1 ED 458 501

School Violence Prevention Testimony. Presented to the California State Assembly Select Committee on School Safety.
13p. 1mf. L2 ED 458 677

Vision Tests

Educational Applications of Vision Therapy: A Pilot Study on Children with Autism.
21p. 1mf. L1 ED 458 766

Visual Acuity

Educational Applications of Vision Therapy: A Pilot Study on Children with Autism.
21p. 1mf. L1 ED 458 766

Visual Impairments

AFB Directory of Services for Blind and Visually Impaired Persons in the United States and Canada. 26th Edition.
823p. 0mf. L3 ED 458 731

Educational Applications of Vision Therapy: A Pilot Study on Children with Autism.
21p. 1mf. L1 ED 458 766

Visual Literacy

The Grammar of Visual Literacy within the World of Interactive Media.
12p. 1mf. L1 ED 458 633

Visual Perception

Educational Applications of Vision Therapy: A Pilot Study on Children with Autism.
21p. 1mf. L1 ED 458 766

The Effects of Blue Ink Print on Students' Memory Retention of Math Terms and Definitions.
17p. 1mf. L1 ED 459 086

Vocabulary

Dancing with Words: Helping Students Love Language through Authentic Vocabulary Instruction.
151p. 2mf. L1 ED 458 595

Put Reading First: The Research Building Blocks for Teaching Children To Read. Kindergarten through Grade 3.
62p. 1mf. L1 ED 458 536

Vocabulary Development

Dancing with Words: Helping Students Love Language through Authentic Vocabulary Instruction.
151p. 2mf. L1 ED 458 595

Reading: Phonemic Awareness, Vocabulary Acquisition, Teaching and Intervention.
26p. 1mf. L1 ED 458 565

Vocabulary Development in the Reading Curriculum.
8p. 1mf. L1 ED 458 547

Vocabulary Skills

Dancing with Words: Helping Students Love Language through Authentic Vocabulary Instruction.
151p. 2mf. L1 ED 458 595

Vocabulary Development in the Reading Curriculum.

ERIC/EECE Newsletter, 2001.	14p.	1mf.	L1	ED 458 988
Focusing on the First-Year Student.	18p.	1mf.	L2	ED 458 865
Increasing Opportunity To Learn via Access to Rigorous Courses and Programs: One Strategy for Closing the Achievement Gap for At-Risk and Ethnic Minority Students.	75p.	1mf.	L1	ED 459 303
Interstate Variations in Rural Student Achievement and Schooling Conditions. ERIC Digest.	4p.	1mf.	L1	ED 459 037
Judging Evidence of the Validity of the National Assessment of Educational Progress Achievement Levels.	40p.	1mf.	L1	ED 459 212
Key Elements of Quality Schools: A Survey of Teachers, Students and Principals. The MetLife Survey of the American Teacher, 2001.	198p.	3mf.	L1	ED 459 152
Leadership for Student Learning: Recognizing the State's Role in Public Education. School Leadership for the 21st Century Initiative: A Report of the Task Force on State Leadership.	34p.	1mf.	L2	ED 458 683
Leadership for Student Learning: Reinventing the Principalship. School Leadership for the 21st Century Initiative: A Report of the Task Force on the Principalship.	32p.	1mf.	L2	ED 458 685
Leadership for Student Learning: Restructuring School District Leadership. School Leadership for the 21st Century Initiative: A Report of the Task Force on School District Leadership.	40p.	1mf.	L2	ED 458 684
March toward Excellence: School Success and Minority Student Achievement in Department of Defense Schools. A Report to the National Education Goals Panel. Lessons from the States.	87p.	1mf.	L1	ED 459 218
National Education Summit, 2001 Briefing Book.	63p.	1mf.	L1	ED 459 293
Reading across the Region. Topics in Early Reading Coherence.	9p.	1mf.	L1	ED 458 553
Running Start Research and Discussion.	12p.	1mf.	L1	ED 458 914
State Summary of Alabama. Ed Watch Online.	27p.	1mf.	L1	ED 459 221
State Summary of Alaska. Ed Watch Online.	27p.	1mf.	L1	ED 459 222
State Summary of Arizona. Ed Watch Online.	27p.	1mf.	L1	ED 459 223
State Summary of Arkansas. Ed Watch Online.	27p.	1mf.	L1	ED 459 224
State Summary of California. Ed Watch Online.	27p.	1mf.	L1	ED 459 225
State Summary of Colorado. Ed Watch Online.	27p.	1mf.	L1	ED 459 226
State Summary of Connecticut. Ed Watch Online.	27p.	1mf.	L1	ED 459 227
State Summary of Delaware. Summaries. Ed Watch Online.	27p.	1mf.	L1	ED 459 228
State Summary of District of Columbia. Ed Watch Online.	27p.	1mf.	L1	ED 459 229
State Summary of Florida. Ed Watch Online.	27p.	1mf.	L1	ED 459 230
State Summary of Georgia. Ed Watch Online.	27p.	1mf.	L1	ED 459 231
State Summary of Hawaii. Ed Watch Online.	27p.	1mf.	L1	ED 459 232
State Summary of Idaho. Ed Watch Online.				

the Literature. A BC Human Rights Commission Report.
72p. 1mf. L1 ED 459 020

Equality through Access. Annual Report, 2000/01.
24p. 1mf. L1 ED 459 021

Federal Indian Law and Policy Affecting American Indian and Alaska Native Education. Indian Education Legal Support Project "Tribalizing Indian Education."
31p. 1mf. L1 ED 459 031

Our Children's Songs: American Indian Students and the Schools.
8p. 1mf. L1 ED 459 045

Pathways to Equality: Hearings on Access to Public Education for Aboriginal People. Discussion Paper.
32p. 1mf. L1 ED 459 022

Sharing Our Pathways: A Newsletter of the Alaska Rural Systemic Initiative, 2001.
86p. 1mf. L1 ED 459 035

Tribal-State Partnerships: Assuring Success in Indian Education. Report of the Arizona Indian Town Hall (20th, Phoenix, Arizona, June 20-21, 2000).
7p. 1mf. L1 ED 459 016

American Indians

Developing American Indian Norms for the Kuder Career Search.
19p. 1mf. L1 ED 458 480

Federal Indian Law and Policy Affecting American Indian and Alaska Native Education. Indian Education Legal Support Project "Tribalizing Indian Education."
31p. 1mf. L1 ED 459 031

Tribal College and University Accreditation: A Comparative Study.
265p. 3mf. L2 ED 458 866

Ancillary School Services

Glendale Community College: College Services Annual Report, 2000-2001.
30p. 1mf. L1 ED 458 907

Annotated Bibliographies

An Annotated Bibliography of Second Language Acquisition in Adult English Language Learners.
13p. 1mf. L1 ED 458 834

Emerging Leaders: An Annotated Bibliography.
54p. 1mf. L2 ED 458 724

Make It and Take It: Computer-Based Resources for Lesson Planning.
43p. 1mf. L1 ED 458 843

Anxiety

Increasing and Decreasing Anxiety: A Study of Doctoral Students in Education Research Courses.
18p. 1mf. L1 ED 459 214

Applied Linguistics

Applied Linguistics in the Philippines.
11p. 1mf. L1 ED 458 792

Applied Music

Missouri Journal of Research in Music Education, 1989-1994.
522p. 6mf. L1 ED 459 096

Missouri Journal of Research in Music Education, 1995-2000.
421p. 5mf. L1 ED 459 097

Armed Forces

Lessons of Liberty: Veterans Day 2001 Teacher's Guide.
20p. 1mf. L1 ED 459 109

ninez entre el nacimiento y los 5 anos. El reto: A leer, America! (Ready--Set--Read! For Caregivers: Early Childhood Language Activities for Children from Birth through Age Five. America Reads Challenge).
109p. 2mf. L1 ED 458 573

Caregiver Training

Preventing and Reporting Resident Abuse in Assisted Living: A Learning Module for Resident Assistants.
22p. 1mf. L1 ED 458 398

Caregivers

Preventing and Reporting Resident Abuse in Assisted Living: A Learning Module for Resident Assistants.
22p. 1mf. L1 ED 458 398

Case Studies

Constructivist Teaching Strategies: Projects in Teacher Education.
232p. 0mf. L3 ED 459 164

Catholic Educators

Pioneer Mentoring in Teacher Preparation: From the Voices of Women Religious.
195p. 0mf. L3 ED 459 178

Certification

The Cutting Edge for Counselors: Licensure.
10p. 1mf. L1 ED 458 492

European Structures of Qualification Levels: A Synthesis Based on Reports on Recent Developments in Germany, Spain, France, the Netherlands and the United Kingdom (England and Wales). Volume 1. CEDEFOP Reference Series.
122p. 2mf. L1 ED 458 444

European Structures of Qualification Levels: Reports on Recent Developments in Germany, Spain, France, the Netherlands and in the United Kingdom (England and Wales). Volume 3.
62p. 1mf. L1 ED 458 446

European Structures of Qualification Levels: Reports on Recent Developments in Germany, Spain, France, the Netherlands and in the United Kingdom (England and Wales). Volume II.
273p. 3mf. L1 ED 458 445

Overview of State Certification/Chartering Criteria for One-Stop Career Centers. Matrices and Final Narrative.
147p. 2mf. L1 ED 458 372

Change Strategies

America's Child Care Problem: The Way Out.
262p. 0mf. L3 ED 459 009

Building Blocks: The Next Steps for Supporting Alaska's Young Children and Their Families.
39p. 1mf. L1 ED 458 999

Building Services and Systems To Support the Healthy Emotional Development of Young Children: An Action Guide for Policymakers. Promoting the Emotional Well-Being of Children and Families, Policy Paper.
35p. 1mf. L2 ED 459 005

Designing Personalized Learning for Every Student.
146p. 2mf. L2 ED 458 718

Final Report of the Strategic Plan Working Group to the Minister of Education.
52p. 1mf. L1 ED 458 954

Improving Student Achievement: Some Structural Incompatibilities.
32p. 1mf. L1 ED 458 692

163p. 2mf. L1 ED 458 899

Predicting Student Retention and Academic Achievement in Western United States Associate Degree in Nursing Programs.

201p. 3mf. L1 ED 458 911

Prior Learning Assessment: An Investigation of Nonsponsored Learning for College Credits.

229p. 3mf. L1 ED 458 903

Profile of BC College Transfer Students Admitted to BC Universities, 1994/95 to 1998/99.

93p. 1mf. L1 ED 458 926

Project CATALIST (Collaborative Accommodations Training Accenting Local Instructional Strategies and Technology.) Grant Performance Report for Continuation Funding, Fiscal Year 1997. Postsecondary Education Programs for Individuals with Disabilities.

319p. 4mf. L1 ED 458 726

A Quantitative Longitudinal Analysis of North Harris Montgomery Community College District's Developmental Studies Program as a Model for Developmental Studies Program Evaluation.

122p. 2mf. L1 ED 458 906

Serving the Unserved and Underserved: Western Iowa Tech Community College--The First Thirty-Three Years, 1966-1999.

126p. 2mf. L1 ED 458 927

TECHnology// Strategic Plan, 2000-2005.

33p. 1mf. L1 ED 458 928

Women Chief Academic Officers of Public Community Colleges: Career Paths and Mobility Factors.

138p. 2mf. L1 ED 458 923

Community Education

Marketing ACE in Victoria.

60p. 1mf. L1 ED 458 373

Organizing Community-Wide Dialogue for Action and Change: A Step-by-Step Guide.

162p. 2mf. L1 ED 458 384

Community Involvement

School Councils in New South Wales: A Report to the New South Wales Department of Education and Training.

19p. 1mf. L1 ED 459 019

School-Community Connections: A Literature Review.

63p. 1mf. L1 ED 459 047

Community Programs

Applying the Principles of Youth Development to Youth Opportunities Grants, WIA Formula Funded Programs & Community-Based Youth Programs.

14p. 1mf. L2 ED 458 429

Community Change for Youth Development in Kansas City: A Case Study of How a Traditional Youth-Serving Organization (YMCA) Becomes a Community Builder.

27p. 1mf. L1 ED 459 304

A Cost-Benefit Analysis of Hollow Water's Community Holistic Circle Healing Process.

107p. 2mf. L1 ED 459 018

Developing a Storysack Project within a Sure Start Initiative: Reflections and Emerging Findings on Working Together with Parents To Produce a Community Resource.

14p. 1mf. L1 ED 458 545

Organizing Community-Wide Dialogue for Action and Change: A Step-by-Step Guide.

162p. 2mf. L1 ED 458 384

Community Relations

Disorders: "Let Me In."
247p. 0mf. L3 ED 458 763

Data Analysis

Partnering for Quality under the Workforce Investment Act: A Tool Kit for One-Stop System Building. Module 3: Collecting and Using Customer Feedback. Trainer Manual with Participant Workbook.
124p. 2mf. L1 ED 458 424

Partnering for Quality under the Workforce Investment Act: A Tool Kit for One-Stop System Building. Summary of Tools.
44p. 1mf. L1 ED 458 427

Data Collection

Using Correctional Education Data: Issues and Strategies.
57p. 1mf. L1 ED 459 211

Dating (Social)

Date Violence and Rape among Adolescents: Associations with Psychological Health.
13p. 1mf. L1 ED 458 466

Intimate Partner Violence among Unmarried College Women.
34p. 1mf. L1 ED 458 501

Day Care

America's Child Care Problem: The Way Out.
262p. 0mf. L3 ED 459 009

Building Blocks: The Next Steps for Supporting Alaska's Young Children and Their Families.
39p. 1mf. L1 ED 458 999

The Child Care Problem: An Economic Analysis.
304p. 0mf. L3 ED 458 975

District of Columbia Early Care and Education Strategic Plan.
63p. 1mf. L1 ED 458 987

Early Care and Education: Work Support for Families and Developmental Opportunity for Young Children. Occasional Paper. Assessing the New Federalism: An Urban Institute Program To Assess Changing Social Policies.
41p. 1mf. L1 ED 458 966

Early Childhood Settings in 15 Countries: What Are Their Structural Characteristics? The IEA Preprimary Project, Phase 2.
408p. 5mf. L2 ED 459 001

Early Education and Care, and Reconceptualizing Play. Advances in Early Education and Day Care.
330p. 0mf. L3 ED 458 974

Financing Child Care in the United States: An Expanded Catalog of Current Strategies. 2001 Edition.
194p. 2mf. L1 ED 458 932

A Fragile Foundation: State Child Care Assistance Policies.
227p. 3mf. L2 ED 458 994

Innovations: The Comprehensive Infant Curriculum. A Self-Directed Teacher's Guide.
132p. 2mf. L2 ED 458 981

Innovations: The Comprehensive Toddler Curriculum. A Self-Directed Teacher's Guide.
133p. 2mf. L2 ED 458 982

Investing in Better Care for Infants and Toddlers: The Next Frontier for School Readiness.
17p. 1mf. L1 ED 458 977

More Infant and Toddler Experiences.
186p. 2mf. L2 ED 458 934

Placed and Paid For: Supporting Families through Sponsored Day Care. Studies in Evaluating the Children Act 1989.
139p. 0mf. L3 ED 458 953

12p. 1mf. L1 ED 458 900

Educational Attainment

Higher Learning=Higher Earnings: What You Need To Know about College and Careers.

17p. 1mf. L1 ED 458 440

Educational Attitudes

The Impact of Aging on Education.

14p. 1mf. L1 ED 458 405

Educational Benefits

Higher Learning=Higher Earnings: What You Need To Know about College and Careers.

17p. 1mf. L1 ED 458 440

Educational Change

American Indian/Alaska Native Education and Standards-Based Reform. ERIC Digest.

4p. 1mf. L1 ED 459 039

Assessing the Rationales for Educational Reforms: A Test of the Professional Development, Comprehensive Reform, and Direct Instruction Hypotheses. Policy Research Report.

40p. 1mf. L1 ED 458 641

The Beat of a Different Drummer: Essays on Educational Renewal in Honor of John I. Goodlad.

318p. 0mf. L3 ED 458 687

A Caribbean Education Strategy.

108p. 2mf. L2 ED 459 121

China: Challenges of Secondary Education. Secondary Education Series.

26p. 1mf. L1 ED 459 132

Collaboration for Educational Change.

14p. 1mf. L1 ED 458 674

Creating Successful School Systems: Voices from the University, the Field, and the Community.

300p. 0mf. L3 ED 458 707

Double-Shift Secondary Schools: Possibilities and Issues. Secondary Education Series.

20p. 1mf. L1 ED 459 137

Educating California's Future Nursing Work Force. Report of the Chancellor of the California Community Colleges, the Chancellor of the California State University, the President of the University of California, and the President of the Association of Independent Colleges and Universities to the Governor and Legislature.

28p. 1mf. L1 ED 458 360

Financing, Efficiency, and Equity in Albanian Education. World Bank Technical Paper.

111p. 2mf. L2 ED 458 723

How Does Teacher Reflection Affect Teaching Practices? Follow-Up Study.

26p. 1mf. L1 ED 458 527

Hungary: Secondary Education and Training. Secondary Education Series.

18p. 1mf. L1 ED 459 131

IDRA Newsletter, 2001.

155p. 2mf. L1 ED 459 044

Improving Student Achievement: Some Structural Incompatibilities.

32p. 1mf. L1 ED 458 692

Leadership for Student Learning: Urban School Leadership--Different in Kind and Degree.

19p. 1mf. L2 ED 459 300

Making Standards Meaningful: High School Reform Efforts in

15p. 1mf. L1 ED 458 868

Electronic Technicians

Electronics. FasTrak Specialization Integrated Technical and Academic Competency (ITAC). Revised.
11p. 1mf. L1 ED 458 379

Electronics

Electronics. FasTrak Specialization Integrated Technical and Academic Competency (ITAC). Revised.
11p. 1mf. L1 ED 458 379

Elementary School Curriculum

Project Approach: Taking a Closer Look. What Is Worth Knowing More about Where You Live? CD-ROM .
0p. 0mf. L3 ED 458 952

Elementary School Science

The NASA "Why?" Files: The Case of the Barking Dogs. Program 2 in the 2000-2001 Series.
58p. 1mf. L1 ED 459 066

The NASA "Why?" Files: The Case of the Challenging Flight. Program 4 in the 2000-2001 Series.
69p. 1mf. L1 ED 459 068

The NASA "Why?" Files: The Case of the Electrical Mystery. Program 3 in the 2000-2001 Series.
60p. 1mf. L1 ED 459 067

The NASA "Why?" Files: The Case of the Unknown Stink. Program 1 in the 2000-2001 Series.
33p. 1mf. L1 ED 459 065

Elementary School Students

MCAS Technical Report, 1999. Massachusetts Comprehensive Assessment System.
112p. 2mf. L1 ED 459 184

Understanding the 1999 MCAS Student Report for Parents/Guardians. The Massachusetts Comprehensive Assessment System.
11p. 1mf. L1 ED 459 183

Elementary School Teachers

Assessment and Testing in an English Classroom in India.
8p. 1mf. L1 ED 459 205

Elementary Schools

Washington Elementary Schools on the Slow Track under Standards-Based Reform. Making Standards Work, 2001.
40p. 1mf. L2 ED 459 187

Elementary Secondary Education

China: Challenges of Secondary Education. Secondary Education Series.
26p. 1mf. L1 ED 459 132

Comprehensive School Guidance Planning in Ontario, Canada. Building Your Elementary School Guidance Program: Implementing "Choices into Action" in Your School While Getting Ready for the Program Effectiveness Survey.
8p. 1mf. L1 ED 458 459

Do It Right! Best Practices for Serving Young Adults in School and Public Libraries. Teens the Library Series.
182p. 0mf. L3 ED 458 880

The Internet Resource Directory for K-12 Teachers and Librarians. 2001-2002 Edition.
442p. 0mf. L3 ED 458 879

Care. Studies in Evaluating the Children Act 1989.
139p. 0mf. L3 ED 458 953

Family Relationship

Reinforcing Obligations and Responsibilities between Generations: Policy Options from Cross-National Comparisons. Perspectives.
46p. 1mf. L2 ED 458 935

The Ties That Bind: Understanding Today's Families--What They Look Like, What They Do, How They Feel. Perspectives.
38p. 1mf. L2 ED 458 936

Family School Relationship

School Public Relations Journal, 2001.
182p. 2mf. L2 ED 459 004

You Can Help Your Children in School. Videotape .
0p. 0mf. L3 ED 458 832

You Can Talk to Your Child's School. Videotape .
0p. 0mf. L3 ED 458 833

Family Violence

Child Abuse and Depression in Iranian Students: An Empirical Investigation.
10p. 1mf. L1 ED 458 495

Vulnerability to Post-Traumatic Stress Disorder among Battered Women in Israel.
8p. 1mf. L1 ED 458 481

Family Work Relationship

Achieving Life Balance: Myths, Realities, and Developmental Perspectives. Information Series.
46p. 1mf. L1 ED 458 420

America's Child Care Problem: The Way Out.
262p. 0mf. L3 ED 459 009

Early Care and Education: Work Support for Families and Developmental Opportunity for Young Children. Occasional Paper. Assessing the New Federalism: An Urban Institute Program To Assess Changing Social Policies.
41p. 1mf. L1 ED 458 966

Working Time in Comparative Perspective. Volume II: Life-Cycle Working Time and Nonstandard Work.
382p. 4mf. L2 ED 458 439

Fathers

Early Childhood Matters: The Bulletin of the Bernard van Leer Foundation, 2001.
330p. 4mf. L1 ED 458 971

Federal Aid

Guia para estudiantes: Ayuda economica, 2002-2003 (The Student Guide: Financial Aid, 2002-2003).
45p. 1mf. L1 ED 458 867

The Student Guide: Financial Aid, 2002-2003.
41p. 1mf. L1 ED 458 858

Federal Legislation

Accommodations and Modifications: What Parents Need To Know = Facilidades y modificaciones: Lo que los padres necesitan saber.
54p. 1mf. L1 ED 458 752

Discipline in the School. Second Edition.
421p. 0mf. L3 ED 458 750

Electronic Signatures in Global and National Commerce Act. Public Law.
15p. 1mf. L1 ED 458 875

Breaking Up Large High Schools: Five Common (and Understandable) Errors of Execution. ERIC Digest.
4p. 1mf. L1 ED 459 049

Housing Discrimination

Segregation in the Boston Metropolitan Area at the End of the 20th Century.
39p. 1mf. L1 ED 459 292

Humanistic Education

Teacher Self: The Practice of Humanistic Education.
168p. 0mf. L3 ED 459 179

Humanities

Brazil 500 Years: Crossing Boundaries from Cabral to the Third Millennium (July 7-August 12, 2000). Fulbright-Hays Summer Seminars Abroad Program, 2000 (Brazil).
506p. 6mf. L1 ED 459 116

Experiential Learning in a Humanities Class.
9p. 1mf. L1 ED 458 668

Humanities Instruction

Experiential Learning in a Humanities Class.
9p. 1mf. L1 ED 458 668

Humor

Split a Gut and Learn: Theory and Research.
10p. 1mf. L1 ED 458 671

"Theoretically, That's How You Do It...": Using Narratives When Computers Let You Down in the Technology Classroom.
17p. 1mf. L1 ED 458 658

Hypermedia

Writing Inventions: Identities, Technologies, Pedagogies.
287p. 0mf. L3 ED 458 592

Hypothesis Testing

Testing Non-Nil Null Hypotheses with t Tests of Group Means: A Monte Carlo Study.
29p. 1mf. L1 ED 459 202

Identification

Animal Abuse and Youth Violence. Juvenile Justice Bulletin.
17p. 1mf. L1 ED 458 503

Identification (Psychology)

Ethnic Identity among Guatemalan Youth.
16p. 1mf. L1 ED 458 497

The Use of Autobiography in Psychotherapy.
6p. 1mf. L1 ED 458 455

Imagination

Supporting Drama and Imaginative Play in the Early Years. Supporting Early Learning.
171p. 0mf. L3 ED 458 942

Imitation

"Good Guys Don't Wear Hats": Children's Talk about the Media.
176p. 0mf. L3 ED 458 947

Immersion Programs

Elicited Response in the Pre-Kindergarten Setting: Good or Bad Idea?

Academic Competency (ITAC). Revised.
17p. 1mf. L1 ED 458 381

Practical Nursing. FasTrak Specialization Integrated Technical and Academic Competency (ITAC). Revised.
16p. 1mf. L1 ED 458 382

Saskatchewan Urban Training Needs Assessment Report, 2000.
105p. 2mf. L1 ED 458 918

Visual Communications Art. FasTrak Specialization Integrated Technical and Academic Competency (ITAC). Revised.
12p. 1mf. L1 ED 458 383

YouthALIVE! From Enrichment to Employment: The YouthALIVE! Experience.
72p. 1mf. L1 ED 459 072

Job Training

Access Diminished: A Report on Women's Training and Employment Services in Ontario.
35p. 1mf. L1 ED 458 394

Applying the Principles of Youth Development to Youth Opportunities Grants, WIA Formula Funded Programs & Community-Based Youth Programs.
14p. 1mf. L2 ED 458 429

Choosing Training?
38p. 1mf. L1 ED 458 395

eLearning Survey: What Is the Extent of eLearning in Europe?
9p. 1mf. L1 ED 458 443

A Framework for Defining and Assessing Occupational and Training Standards in Developing Countries. Information Series.
67p. 1mf. L1 ED 458 419

Overview of State Certification/Chartering Criteria for One-Stop Career Centers. Matrices and Final Narrative.
147p. 2mf. L1 ED 458 372

Promoting Employment in Public Housing Communities: Learning from the Jobs-Plus Demonstration. Policy Brief.
8p. 1mf. L1 ED 458 390

Saskatchewan Urban Training Needs Assessment Report, 2000.
105p. 2mf. L1 ED 458 918

Veterans' Employment and Training Service: Flexibility and Accountability Needed To Improve Service to Veterans. Report to the Chairman, Subcommittee on Oversight and Investigations, Committee on Veterans' Affairs, House of Representatives.
40p. 1mf. L1 ED 458 399

Journalism Education

Journalism and Mass Communication Educators' Career Choices: When and Why They Entered College Teaching.
31p. 1mf. L1 ED 458 645

Judges

Judging the Judges: An Analysis of Ballots in Impromptu and Extemporaneous Speaking.
18p. 1mf. L1 ED 458 634

Junior High School Students

A Model of Mathematics Achievement Using Proficiency Scores.
23p. 1mf. L1 ED 459 216

Kindergarten

Early Literacy Instruction in Kindergarten.
110p. 2mf. L1 ED 458 590

Kindergarten: The Overlooked School Year. Working Paper Series.
49p. 1mf. L1 ED 458 948

More than a Sound a Week.
9p. 1mf. L1 ED 458 609

Choices.
53p. 1mf. L1 ED 458 699

Low Achievement

California's Initiative To Attract Highly Qualified Teachers into Low Performing Schools.
5p. 1mf. L1 ED 459 160

Failing Schools in Michigan: The Surprising Scale.
40p. 1mf. L1 ED 459 201

Low Income Groups

Deepening Disparity: Income Equality in New York City.
9p. 1mf. L1 ED 459 306

Household Food Security Study Summaries. 2001 Edition.
103p. 2mf. L2 ED 458 961

Key Elements of Quality Schools: A Survey of Teachers, Students and Principals. The MetLife Survey of the American Teacher, 2001.
198p. 3mf. L1 ED 459 152

Mainstreaming

The Paraprofessional's Guide to the Inclusive Classroom: Working as a Team. Second Edition.
160p. 0mf. L3 ED 459 165

Majors (Students)

The Majors Fair: Helping College Students Decide on Majors.
12p. 1mf. L1 ED 458 486

Males

Boyhood in America: An Encyclopedia. Volumes 1 and 2. The American Family.
845p. 0mf. L3 ED 459 113

Children's Work and Schooling: Does Gender Matter? Evidence from the Peru LSMS Panel Data. Working Paper.
39p. 1mf. L2 ED 459 052

Poverty and Depression among Men: The Social Class Worldview Model and Counseling Implications.
13p. 1mf. L1 ED 458 473

Management Development

Emerging Leaders: An Annotated Bibliography.
54p. 1mf. L2 ED 458 724

Entrepreneurial Training for the Growth of Small and Medium-Sized Enterprises: Lessons from Central and Eastern Europe. Report.
159p. 2mf. L1 ED 458 432

Overview of Management Development Support for SME Growth in the Mediterranean Region: The Egyptian, Jordanian and Lebanese Cases. Report.
173p. 2mf. L1 ED 458 434

Management Systems

Quicker, Better, Cheaper? Managing Performance in American Government.
635p. 7mf. L2 ED 458 414

Marital Instability

The Promotion of Wellness in Children and Families: Challenges and Opportunities.
40p. 1mf. L1 ED 458 502

Marketing

Marketing ACE in Victoria.
60p. 1mf. L1 ED 458 373

16p. 1mf. L2 ED 458 672

Organizational Climate

Conflict Management: Cues and Implications for Managers from Conflict Research.

69p. 1mf. L1 ED 458 415

Organizational Development

Learning To Compete: Education, Training & Enterprise in Ghana, Kenya & South Africa. Education Research.

114p. 2mf. L1 ED 458 418

Organizations (Gr *Europe

Glossary of Adult Learning in Europe. A.E. Monographs.

127p. 2mf. L1 ED 458 363

Organizations (Groups)

AFB Directory of Services for Blind and Visually Impaired Persons in the United States and Canada. 26th Edition.

823p. 0mf. L3 ED 458 731

Foundation for Child Development Annual Report, 2000/2001.

41p. 1mf. L1 ED 458 969

HEATH National Resource Directory on Postsecondary Education and Disability, 2001.

52p. 1mf. L1 ED 458 729

Meeting the Need. Save the Children 1999 Annual Report.

45p. 1mf. L1 ED 458 962

Otitis Media

A Whole Community Approach to Otitis Media--Reducing Its Incidence and Effects. Report.

62p. 1mf. L1 ED 459 024

Outcomes of Education

College Performance of New Maryland High School Graduates: Student Outcome and Achievement Report.

51p. 1mf. L1 ED 458 857

Dual Language Education. Bilingual Education and Bilingualism.

377p. 0mf. L3 ED 458 820

Impact of Two-Way Bilingual Elementary Programs on Students' Attitudes toward School and College.

42p. 1mf. L1 ED 458 822

Lane Community College Student Follow-Up Study, Spring 2001. 1999-2000 Students: One Year Later.

98p. 2mf. L1 ED 458 908

Mission College Institutional Self-Study in Support of Reaffirmation of Accreditation.

244p. 3mf. L1 ED 458 913

Outcomes of Treatment

Educational Applications of Vision Therapy: A Pilot Study on Children with Autism.

21p. 1mf. L1 ED 458 766

Pacific Americans

Asian American College Students' Beliefs and Perceptions of Therapy.

35p. 1mf. L1 ED 458 474

Pain

Yoga Asanas for the Relief and Prevention of Carpal Tunnel Syndrome.

8p. 1mf. L1 ED 459 162

Paraprofessional School Personnel

4p. 1mf. L1 ED 458 749

School Safety.

28p. 1mf. L1 ED 458 713

School Violence Prevention Testimony. Presented to the California State Assembly Select Committee on School Safety.

13p. 1mf. L2 ED 458 677

Primary Sources

Using Internet Primary Sources To Teach Critical Thinking Skills in Government, Economics, and Contemporary World Issues. Greenwood Professional Guides in School Librarianship.

272p. 0mf. L3 ED 459 118

Principals

Leadership for Student Learning: Reinventing the Principalship. School Leadership for the 21st Century Initiative: A Report of the Task Force on the Principalship.

32p. 1mf. L2 ED 458 685

Reading Progress and the School Administrator.

9p. 1mf. L1 ED 458 519

Research Review for School Leaders. Volume III.

386p. 0mf. L3 ED 458 708

School and Classroom Practices during Two Years of Education Reform in Washington State. CSE Technical Report.

43p. 1mf. L1 ED 459 194

Successful Early Childhood Indigenous Leadership.

8p. 1mf. L1 ED 459 027

What's Right about the Principalship?

16p. 1mf. L1 ED 458 710

Printed Materials

Readings about Children and Youth with Learning Disabilities. ERIC Mini-Bib.

4p. 1mf. L1 ED 458 754

Printing

Graphic Communications. FasTrak Specialization Integrated Technical and Academic Competency (ITAC). Revised.

12p. 1mf. L1 ED 458 380

Prior Learning

Prior Learning Assessment: An Investigation of Nonsponsored Learning for College Credits.

229p. 3mf. L1 ED 458 903

Private Colleges

Performance Accountability Report, 2001: Maryland Public Colleges and Universities. Volumes 1 and 2.

497p. 6mf. L1 ED 458 852

Private Education

Thailand--Secondary Education for Employment, Volume II: Background Papers.

109p. 2mf. L2 ED 459 130

Private Financial Support

A Century for Children...It Starts with Us. Save the Children 2000 Annual Report.

55p. 1mf. L1 ED 458 963

Financing Child Care in the United States: An Expanded Catalog of Current Strategies. 2001 Edition.

194p. 2mf. L1 ED 458 932

Problem Solving

150p. 2mf. L1 ED 458 562

Does It Matter What I Think? An Exploration of Teachers' Constructions of Literacy and Their Classroom Practices.
25p. 1mf. L1 ED 458 603

Early Identification and Intervention for Young Children with Reading/Learning Disabilities. Executive Summary.
11p. 1mf. L1 ED 458 757

Early Literacy Instruction in Kindergarten.
110p. 2mf. L1 ED 458 590

The Feeling Dimension in Reading.
10p. 1mf. L1 ED 458 523

Guided Comprehension: A Teaching Model for Grades 3-8.
310p. 4mf. L1 ED 458 563

Guided Reading: A How-To for All Grades. K-12.
179p. 2mf. L2 ED 458 524

Illuminating Texts: How To Teach Students To Read the World.
210p. 0mf. L3 ED 458 529

Improving Children's Reading Ability through Volunteer Reading Tutoring Programs. Issue Brief.
6p. 1mf. L2 ED 458 570

The Literacy Debates: What Are the Issues in New Zealand?
14p. 1mf. L1 ED 458 621

Maine Reading Recovery R : State Report & Evaluation, 1998-2000.
45p. 1mf. L1 ED 458 522

Making Writing Instruction Work. Issue Brief.
7p. 1mf. L2 ED 458 572

Mentoring and the Reading Curriculum.
9p. 1mf. L1 ED 458 520

Pedagogy for Adult Learners: Methods and Strategies. Models for Adult and Lifelong Learning.
162p. 2mf. L1 ED 458 411

Phonics Activities in the Reading Curriculum.
10p. 1mf. L1 ED 458 546

Phonics Exposed: Understanding and Resisting Systematic Direct Intense Phonics Instruction.
18p. 1mf. L1 ED 458 564

Phonics Rules. Topics in Early Reading Coherence.
6p. 1mf. L1 ED 458 560

Put Reading First: Helping Your Child Learn To Read. A Parent Guide. Preschool through Grade 3.
9p. 1mf. L1 ED 458 535

Put Reading First: The Research Building Blocks for Teaching Children To Read. Kindergarten through Grade 3.
62p. 1mf. L1 ED 458 536

Reading by Sight. Topics in Early Reading Coherence.
5p. 1mf. L1 ED 458 559

"Reading for Information": How Student Teachers React to an Interactive Teaching Approach.
8p. 1mf. L1 ED 458 543

Reading Progress and the School Administrator.
9p. 1mf. L1 ED 458 519

Reading, Grouping, and the Student.
12p. 1mf. L1 ED 458 525

Reading: Intrinsic versus Extrinsic Motivation.
8p. 1mf. L1 ED 458 566

Reading: Phonemic Awareness, Vocabulary Acquisition, Teaching and Intervention.
26p. 1mf. L1 ED 458 565

Scribble Scrabble--Learning To Read and Write: Success with Diverse Teachers, Children, and Families.
168p. 0mf. L3 ED 458 946

Sensational Sea Life: A Teacher-Friendly Thematic Unit with CD-ROM . R.E.A.D. A.N.D. F.E.E.D. Series.
126p. 0mf. L3 ED 458 770

Focusing on the First-Year Student.
18p. 1mf. L2 ED 458 865

Non-Returning Developmental English Students at NVCC, Fall 2000. Research Report.
42p. 1mf. L1 ED 458 909

Predicting Student Retention and Academic Achievement in Western United States Associate Degree in Nursing Programs.
201p. 3mf. L1 ED 458 911

A Quantitative Longitudinal Analysis of North Harris Montgomery Community College District's Developmental Studies Program as a Model for Developmental Studies Program Evaluation.
122p. 2mf. L1 ED 458 906

SIAST Leavers Study, 1998-99: Why Do Our Students Leave?
53p. 1mf. L1 ED 458 919

School Libraries

Umea, Sweden--Saskatoon, Canada: Resource-Based Learning Study Tour. A Report of a Study Tour of Saskatoon School Libraries.
98p. 2mf. L1 ED 458 884

School Maintenance

APPA Custodial Operation Self-Analysis Program.
14p. 1mf. L2 ED 458 786

School Organization

Dropping out of High School: The Role of School Organization and Structure.
44p. 1mf. L1 ED 458 694

School Orientation

Orientation and Retention of Counseling PhD Students: A Qualitative Study.
12p. 1mf. L1 ED 458 513

School Personnel

Higher Education Staff.
8p. 1mf. L1 ED 458 847

Truckee Meadows Community College Faculty & Staff Climate Survey, Fall 2000.
12p. 1mf. L1 ED 458 900

School Policy

A District Level Planning Model.
24p. 1mf. L1 ED 458 697

The Influence of a Mandatory School Uniform Policy.
13p. 1mf. L1 ED 458 695

School Psychologists

Eating Disorder Prevention Programming.
24p. 1mf. L1 ED 458 462

School Readiness

Children Entering School Ready To Learn: School Readiness Baseline Information. Final Report. School Year 2000-01 by State and County.
116p. 2mf. L1 ED 458 939

Improving Children's Readiness for School: Preschool Programs Make a Difference, but Quality Counts!
27p. 1mf. L1 ED 458 998

More than a Sound a Week.
9p. 1mf. L1 ED 458 609

School Readiness Tests

Children Entering School Ready To Learn: School Readiness

Rules for School Construction Projects.
21p. 1mf. L1 ED 458 783

Vermont's Act 60: Comprehensive School Finance Reform--Effects in the First Year of Full Implementation.
23p. 1mf. L1 ED 458 676

State Church Separation

Religion & Public Schools: Striking a Constitutional Balance. Revised Edition.
243p. 0mf. L3 ED 458 678

State Legislation

Higher Education Staff.
8p. 1mf. L1 ED 458 847

State Libraries

South Dakota's Libraries--Building Toward 2002: A Statewide Plan for the Development of Library and Information Services, 1998-2002.
17p. 1mf. L1 ED 458 889

State Norms

Children in the States, 2001.
131p. 2mf. L2 ED 458 993

State Programs

Access Diminished: A Report on Women's Training and Employment Services in Ontario.
35p. 1mf. L1 ED 458 394

Building Blocks: The Next Steps for Supporting Alaska's Young Children and Their Families.
39p. 1mf. L1 ED 458 999

Dental Assistant. FasTrak Specialization Integrated Technical and Academic Competency (ITAC). Revised.
13p. 1mf. L1 ED 458 376

Drafting. FasTrak Specialization Integrated Technical and Academic Competency (ITAC). Revised.
9p. 1mf. L1 ED 458 377

Electrical Trades. FasTrak Specialization Integrated Technical and Academic Competency (ITAC). Revised.
10p. 1mf. L1 ED 458 378

A Fragile Foundation: State Child Care Assistance Policies.
227p. 3mf. L2 ED 458 994

A New Pathway for Teacher Training: Site-Based/Electronic Learning/Teacher Reading.
8p. 1mf. L1 ED 458 613

Practical Nursing. FasTrak Specialization Integrated Technical and Academic Competency (ITAC). Revised.
16p. 1mf. L1 ED 458 382

A Solid Foundation: Supportive Contexts for Early Literacy Programs in Maine Schools.
90p. 1mf. L1 ED 458 537

Successful Instruction for Literacy-Level Adults. CARLA Working Paper.
71p. 1mf. L1 ED 458 839

Survey of State Correctional Education Systems: Analysis of Data from 1992 Field Test.
106p. 2mf. L1 ED 459 210

State Regulation

School Violence Prevention Testimony. Presented to the California State Assembly Select Committee on School Safety.
13p. 1mf. L2 ED 458 677

Title 7: Education. Chapter 6: School Facilities Board Rules.

Agricultural Education in 1996-1998.
56p. 1mf. L1 ED 458 358

Teacher Recruitment

California's Initiative To Attract Highly Qualified Teachers into Low Performing Schools.
5p. 1mf. L1 ED 459 160

Teacher Researchers

Seeding Literacy: Adult Educators Research Their Practice.
111p. 2mf. L1 ED 458 375

Teacher Responsibility

In the Teacher/Service/Scholar Model: What Is Valued as "Teaching" in the Promotion and Tenure Process?
12p. 1mf. L1 ED 459 153

Teacher Rights

Eleventh Amendment Immunity and Academic Freedom.
8p. 1mf. L1 ED 458 846

Teacher Role

Composition and Sustainability: Teaching for a Threatened Generation. Refiguring English Studies.
274p. 3mf. L1 ED 458 601

Dual Language Education. Bilingual Education and Bilingualism.
377p. 0mf. L3 ED 458 820

Phonics Activities in the Reading Curriculum.
10p. 1mf. L1 ED 458 546

Policy Innovations in the VET Sector: The Role of Instructors in a Competency-Based Environment.
12p. 1mf. L1 ED 458 400

Reading: Intrinsic versus Extrinsic Motivation.
8p. 1mf. L1 ED 458 566

Teacher Leadership: A Profile To Identify the Potential.
15p. 1mf. L1 ED 459 147

What We Know About: Helping Middle and High School Readers--Teaching and Learning Strategies across the Curriculum.
80p. 0mf. L3 ED 458 550

Teacher Selection

Inside Secrets of Finding a Teaching Job.
200p. 0mf. L3 ED 459 142

Teacher Shortage

Teacher Induction Programs: A Strategy for Improving the Professional Experience of Beginning Career and Technical Education Teachers.
46p. 1mf. L1 ED 458 436

Teacher Student Relationship

The Child at School: Interactions with Peers and Teachers. Texts in Developmental Psychology.
256p. 0mf. L3 ED 458 951

Findings from the California Community College Flashlight Project, 1998-99.
12p. 1mf. L1 ED 458 916

I Want To Know...? Learning about Science.
25p. 1mf. L2 ED 458 983

Supporting Young Learners 3: Ideas for Child Care Providers and Teachers.
397p. 5mf. L2 ED 458 992

Teacher Self: The Practice of Humanistic Education.
168p. 0mf. L3 ED 459 179

Vocational Education 8p. 1mf. L1 ED 458 547

Characteristics of Teacher Educators in Career and Technical Education.

81p. 1mf. L1 ED 458 407
Development of Vocational Education and Training Standards: The Impact of Labour Market Information. Manual. Qualifications and Training Methods.

79p. 1mf. L1 ED 458 431
The Financing of Vocational Education and Training in Portugal. Financing Portrait. CEDEFOP Panorama Series.

93p. 1mf. L1 ED 458 449
A Framework for Defining and Assessing Occupational and Training Standards in Developing Countries. Information Series.

67p. 1mf. L1 ED 458 419
Innovative Practices in Vocational Education and Training Standards in the Mashreq Region. Conference Report (Cairo, Egypt, April 7-9, 2001) .

44p. 1mf. L1 ED 458 433
Policy Innovations in the VET Sector: The Role of Instructors in a Competency-Based Environment.

12p. 1mf. L1 ED 458 400
The Presence of Strategies and Conditions for Integrating Academic and Career and Technical Education.

7p. 1mf. L1 ED 458 413
Saskatchewan Urban Training Needs Assessment Report, 2000.

105p. 2mf. L1 ED 458 918
Survey of State Correctional Education Systems: Analysis of Data from 1992 Field Test.

106p. 2mf. L1 ED 459 210
Thailand--Secondary Education for Employment, Volume II: Background Papers.

109p. 2mf. L2 ED 459 130
Using Correctional Education Data: Issues and Strategies.

57p. 1mf. L1 ED 459 211
Vocational Education and Training in Belgium. Second Edition.

145p. 2mf. L1 ED 458 448
Work-Based Learning: A New Higher Education?

Vocational Education Teachers 234p. 0mf. L3 ED 458 409

A National Study of the Supply and Demand for Teachers of Agricultural Education in 1996-1998.

56p. 1mf. L1 ED 458 358
Teacher Induction Programs: A Strategy for Improving the Professional Experience of Beginning Career and Technical Education Teachers.

Vocational Evaluation 46p. 1mf. L1 ED 458 436

Choosing Training?

Vocational Followup 38p. 1mf. L1 ED 458 395

Follow-Up of North Carolina Community College Cooperative Education Graduates: Additional Education and Salary Gains.

Volunteer Training 271p. 3mf. L1 ED 458 904

Seeding Literacy: Adult Educators Research Their Practice.

Volunteers 111p. 2mf. L1 ED 458 375

State Summary of Illinois. Ed Watch Online.	27p.	1mf.	L1	ED 459 233
State Summary of Indiana. Ed Watch Online.	27p.	1mf.	L1	ED 459 234
State Summary of Iowa. Ed Watch Online.	27p.	1mf.	L1	ED 459 235
State Summary of Kansas. Ed Watch Online.	27p.	1mf.	L1	ED 459 236
State Summary of Kentucky. Ed Watch Online.	27p.	1mf.	L1	ED 459 237
State Summary of Louisiana. Ed Watch Online.	27p.	1mf.	L1	ED 459 238
State Summary of Maine. Ed Watch Online.	27p.	1mf.	L1	ED 459 239
State Summary of Maryland. Ed Watch Online.	27p.	1mf.	L1	ED 459 240
State Summary of Massachusetts. Ed Watch Online.	27p.	1mf.	L1	ED 459 241
State Summary of Michigan. Ed Watch Online.	27p.	1mf.	L1	ED 459 242
State Summary of Minnesota. Ed Watch Online.	27p.	1mf.	L1	ED 459 243
State Summary of Mississippi. Ed Watch Online.	27p.	1mf.	L1	ED 459 244
State Summary of Missouri. Ed Watch Online.	27p.	1mf.	L1	ED 459 245
State Summary of Montana. Ed Watch Online.	27p.	1mf.	L1	ED 459 246
State Summary of Nebraska. Ed Watch Online.	27p.	1mf.	L1	ED 459 247
State Summary of Nevada. Ed Watch Online.	27p.	1mf.	L1	ED 459 248
State Summary of New Hampshire. Ed Watch Online.	27p.	1mf.	L1	ED 459 249
State Summary of New Jersey. Ed Watch Online.	27p.	1mf.	L1	ED 459 250
State Summary of New Mexico. Ed Watch Online.	27p.	1mf.	L1	ED 459 251
State Summary of New York. Ed Watch Online.	27p.	1mf.	L1	ED 459 252
State Summary of North Carolina. Ed Watch Online.	27p.	1mf.	L1	ED 459 253
State Summary of North Dakota. Ed Watch Online.	27p.	1mf.	L1	ED 459 254
State Summary of Ohio. Ed Watch Online.	27p.	1mf.	L1	ED 459 255
State Summary of Oklahoma. Ed Watch Online.	27p.	1mf.	L1	ED 459 256
State Summary of Oregon. Ed Watch Online.	27p.	1mf.	L1	ED 459 257
State Summary of Pennsylvania. Ed Watch Online.	27p.	1mf.	L1	ED 459 258
State Summary of Rhode Island. Ed Watch Online.	27p.	1mf.	L1	ED 459 259
State Summary of South Carolina. Ed Watch Online.	27p.	1mf.	L1	ED 459 260
State Summary of South Dakota. Ed Watch Online.	27p.	1mf.	L1	ED 459 261
State Summary of Tennessee. Ed Watch Online.	27p.	1mf.	L1	ED 459 262
State Summary of Texas. Ed Watch Online.	27p.	1mf.	L1	ED 459 263
State Summary of Utah. Ed Watch Online.	27p.	1mf.	L1	ED 459 264

Art Education

Visual Communications Art. FasTrak Specialization Integrated Technical and Academic Competency (ITAC). Revised.
12p. 1mf. L1 ED 458 383

Articulation (Education)

Annual Report to the Ministry of Advanced Education, Training and Technology, 2000-2001.
30p. 1mf. L1 ED 458 922

British Columbia Transfer TIPS: Facilitation Guide.
15p. 1mf. L1 ED 458 920

The Financing of Vocational Education and Training in Portugal. Financing Portrait. CEDEFOP Panorama Series.
93p. 1mf. L1 ED 458 449

Lifelong Learning in Finland: The Extent to Which Vocational Education and Training Policy Is Nurturing Lifelong Learning in Finland. CEDEFOP Panorama Series.
98p. 2mf. L1 ED 458 447

Linking Service-Learning and School-to-Work: Policy, Partnerships and Practice To Help All Students Succeed.
33p. 1mf. L1 ED 458 441

Profile of BC College Transfer Students Admitted to BC Universities, 1994/95 to 1998/99.
93p. 1mf. L1 ED 458 926

University and Community College Systems of Nevada Report on Articulation and Transfer.
9p. 1mf. L1 ED 458 902

Asian American Students

Asian American College Students' Beliefs and Perceptions of Therapy.
35p. 1mf. L1 ED 458 474

Asian Americans

Culturally and Linguistically Diverse Students with Behavioral Disorders. Fourth CCBD Mini-Library Series: Addressing the Diverse Needs of Children and Youth with Emotional/Behavioral Disorders--Programs That Work.
80p. 1mf. L2 ED 458 778

Perceived Counselor Acculturation Levels: Their Pertinence to Caucasian Client Expectations.
33p. 1mf. L1 ED 458 477

Assignments

The Website Assignment as a Valuable Exercise--Beyond Establishing Presence to Creating Significance.
20p. 1mf. L1 ED 458 659

Assistive Devices (for Disabled)

AFB Directory of Services for Blind and Visually Impaired Persons in the United States and Canada. 26th Edition.
823p. 0mf. L3 ED 458 731

Assistive Technology Solutions for IEP Teams.
332p. 0mf. L3 ED 458 769

Computer and Information Technologies: Resources for the Postsecondary Education of Students with Disabilities. Final Report to the Office of Learning Technologies.
149p. 2mf. L1 ED 458 733

Project CATALIST (Collaborative Accommodations Training Accenting Local Instructional Strategies and Technology.) Grant Performance Report for Continuation Funding, Fiscal Year 1997. Postsecondary Education Programs for Individuals with Disabilities.

Quest for Excellence: The Future of Early Child Care in Kansas.
29p. 1mf. L1 ED 458 976

The Rural School and Community Trust Annual Report, 2001.
17p. 1mf. L1 ED 459 032

Surviving or Thriving?
7p. 1mf. L1 ED 458 488

Transforming a Community College in Support of Learning: A Case Study.
278p. 3mf. L1 ED 458 915

Charter Schools

100 Days of Learning in Place: How a Small School Utilized "Place-Based" Learning To Master State Academic Standards.
13p. 1mf. L1 ED 459 023

Charter Schools.
24p. 1mf. L1 ED 458 715

SABIS International Charter School: Management Issues and Recommendations.
56p. 1mf. L1 ED 458 681

Check Lists

A Self-Study Guide to Implementation of Inclusive Assessment and Accountability Systems. A Best Practice Approach.
73p. 1mf. L1 ED 459 190

Chemistry

Conceptual Change Text: A Supplementary Material To Facilitate Conceptual Change in Electrochemical Cell Concepts.
23p. 1mf. L2 ED 459 076

Child Abuse

Child Abuse and Depression in Iranian Students: An Empirical Investigation.
10p. 1mf. L1 ED 458 495

Red Flags: Research Raises Concerns about the Impact of "Welfare Reform" on Child Maltreatment.
42p. 1mf. L1 ED 459 282

What Can Happen to Abused Children When They Grow Up--If No One Notices, Listens or Helps? Some Statistics from the Research.
18p. 1mf. L1 ED 458 451

Child Caregivers

Innovations: The Comprehensive Infant Curriculum. A Self-Directed Teacher's Guide.
132p. 2mf. L2 ED 458 981

Innovations: The Comprehensive Toddler Curriculum. A Self-Directed Teacher's Guide.
133p. 2mf. L2 ED 458 982

Investing in Better Care for Infants and Toddlers: The Next Frontier for School Readiness.
17p. 1mf. L1 ED 458 977

Quest for Excellence: The Future of Early Child Care in Kansas.
29p. 1mf. L1 ED 458 976

Child Development

Brain Research and Childhood Education: Implications for Educators.
75p. 1mf. L2 ED 458 943

Developing a Storysack Project within a Sure Start Initiative: Reflections and Emerging Findings on Working Together with Parents To Produce a Community Resource.
14p. 1mf. L1 ED 458 545

Dyspraxia 5-11: A Practical Guide.
136p. 0mf. L3 ED 458 781

Exploring the Relationship between a Small Rural School in Northeast Georgia and Its Community: An Image-Based Study Using Participant-Produced Photographs.
411p. 5mf. L1 ED 459 014

Comparative Education

European Structures of Qualification Levels: Reports on Recent Developments in Germany, Spain, France, the Netherlands and in the United Kingdom (England and Wales). Volume II.
273p. 3mf. L1 ED 458 445

Competence

Competency-Based Behavioral Interviewing: How To Prepare and Win!
7p. 1mf. L1 ED 458 484

Competent Children at 10: Families, Early Education, and Schools.
306p. 4mf. L2 ED 458 957

Ten Years Old & Competent. The Fourth Stage of the Competent Children Project: A Summary of the Main Findings.
37p. 1mf. L2 ED 458 958

Competency Based Education

Accountability.
34p. 1mf. L1 ED 458 714

Dental Assistant. FasTrak Specialization Integrated Technical and Academic Competency (ITAC). Revised.
13p. 1mf. L1 ED 458 376

Drafting. FasTrak Specialization Integrated Technical and Academic Competency (ITAC). Revised.
9p. 1mf. L1 ED 458 377

Electrical Trades. FasTrak Specialization Integrated Technical and Academic Competency (ITAC). Revised.
10p. 1mf. L1 ED 458 378

Electronics. FasTrak Specialization Integrated Technical and Academic Competency (ITAC). Revised.
11p. 1mf. L1 ED 458 379

Graphic Communications. FasTrak Specialization Integrated Technical and Academic Competency (ITAC). Revised.
12p. 1mf. L1 ED 458 380

Nurse Assistant. FasTrak Specialization Integrated Technical and Academic Competency (ITAC). Revised.
17p. 1mf. L1 ED 458 381

Policy Innovations in the VET Sector: The Role of Instructors in a Competency-Based Environment.
12p. 1mf. L1 ED 458 400

Practical Nursing. FasTrak Specialization Integrated Technical and Academic Competency (ITAC). Revised.
16p. 1mf. L1 ED 458 382

Visual Communications Art. FasTrak Specialization Integrated Technical and Academic Competency (ITAC). Revised.
12p. 1mf. L1 ED 458 383

Competition

The Effects of Classroom Competition on Achievement Motivation.
27p. 1mf. L1 ED 458 511

Compliance (Legal)

Dealing with Behaviors Perceived as Unacceptable in Schools: The Interim Alternative Educational Setting Solution. Fourth CCBD Mini-Library Series: Addressing the Diverse Needs of Children and Youth with Emotional/Behavioral Disorders--Programs That Work.
40p. 1mf. L2 ED 458 774

Interim Alternative Educational Settings for Children with Disabilities.

Quest for Excellence: The Future of Early Child Care in Kansas.
29p. 1mf. L1 ED 458 976

Day Care Centers

Access for All: Closing the Book Gap for Children in Early Education.
101p. 2mf. L1 ED 458 569

Financing Child Care in the United States: An Expanded Catalog of Current Strategies. 2001 Edition.
194p. 2mf. L1 ED 458 932

More Infant and Toddler Experiences.
186p. 2mf. L2 ED 458 934

Deafness

Sensational Sea Life: A Teacher-Friendly Thematic Unit with CD-ROM . R.E.A.D. A.N.D. F.E.E.D. Series.
126p. 0mf. L3 ED 458 770

Debate

Judging the Judges: An Analysis of Ballots in Impromptu and Extemporaneous Speaking.
18p. 1mf. L1 ED 458 634

Re-Discovering the American Public Forum: The Role of Academic Debate.
13p. 1mf. L1 ED 458 667

Decentralization

Consensus or Compromise? Making the School-Based Curricula in Lower-Level Comprehensive Schools in Finland. Research Report .
101p. 2mf. L2 ED 459 030

Decision Making

Change in Identification, FAPE, Placement, or Dismissal from Special Education. Technical Assistance Paper.
9p. 1mf. L1 ED 458 745

Teacher Predictions of Young Children's Literacy Success or Failure in Four Primary Schools.
18p. 1mf. L1 ED 458 612

Decision Making Skills

Buying a Car: Using On-Line Tools. Technology Update.
17p. 1mf. L1 ED 458 391

Decoding (Reading)

Decoding and the Jabberwocky's Song. Topics in Early Reading Coherence.
5p. 1mf. L1 ED 458 556

Reading and the Three Cueing Systems. Topics in Early Reading Coherence.
5p. 1mf. L1 ED 458 554

Reading by Sight. Topics in Early Reading Coherence.
5p. 1mf. L1 ED 458 559

Definitions

Classification of Learning Disabilities: An Evidence-Based Evaluation. Executive Summary.
9p. 1mf. L1 ED 458 762

Empirical and Theoretical Support for Direct Diagnosis of Learning Disabilities by Assessment of Intrinsic Processing Weaknesses. Executive Summary.
7p. 1mf. L1 ED 458 760

Learning Disabilities as Operationally Defined by Schools. Executive Summary.
10p. 1mf. L1 ED 458 759

Washington State. Making Standards Work, 2001.
66p. 1mf. L2 ED 459 188

Poland: Secondary Education and Training. Secondary Education Series.
16p. 1mf. L1 ED 459 136

Policies and Pedagogies for Lifelong Literacy: International Perspectives for the 21st Century. Project No. 2, 2000 Report.
66p. 1mf. L1 ED 458 374

Professionalizing Foreign Language Teaching in a Research Department.
24p. 1mf. L1 ED 458 810

Real Results, Remaining Challenges: The Story of Texas Education Reform.
37p. 1mf. L1 ED 459 191

Romania: Secondary Education and Training. Secondary Education Series.
19p. 1mf. L1 ED 459 133

The Rural School and Community Trust Annual Report, 2001.
17p. 1mf. L1 ED 459 032

Russia: Secondary Education and Training. Secondary Education Series.
17p. 1mf. L1 ED 459 135

School and Classroom Practices during Two Years of Education Reform in Washington State. CSE Technical Report.
43p. 1mf. L1 ED 459 194

School at the Centre (SatC): A Pilot Project in North Queensland. Report One: Completion of Phase One, the US Visit and Visits to Australian Schools.
156p. 2mf. L1 ED 459 025

Serving the Unserved and Underserved: Western Iowa Tech Community College--The First Thirty-Three Years, 1966-1999.
126p. 2mf. L1 ED 458 927

Sharing Our Pathways: A Newsletter of the Alaska Rural Systemic Initiative, 2001.
86p. 1mf. L1 ED 459 035

Strategic Plan for Standards-Based Reform. Report of Progress.
52p. 1mf. L1 ED 458 682

Success for All and Comprehensive School Reform: Evidence-Based Policies for Urban Education.
41p. 1mf. L1 ED 459 301

Sustaining School-Community Partnerships To Enhance Outcomes for Children and Youth: A Guidebook and Tool Kit.
128p. 2mf. L1 ED 459 277

Teaching in Common: Challenges to Joint Work in Classrooms and Schools. The Series on School Reform.
185p. 0mf. L3 ED 458 626

Thailand--Secondary Education for Employment, Volume I: A Policy Note.
57p. 1mf. L2 ED 459 129

Transforming a Community College in Support of Learning: A Case Study.
278p. 3mf. L1 ED 458 915

Turkey: Secondary Education and Training. Secondary Education Series.
19p. 1mf. L1 ED 459 134

Updated Catalog of School Reform Models. Program Report.
263p. 3mf. L1 ED 458 703

Washington Elementary Schools on the Slow Track under Standards-Based Reform. Making Standards Work, 2001.
40p. 1mf. L2 ED 459 187

What Happened to the Consensus on Higher Still? CES Briefing.
6p. 1mf. L1 ED 459 115

What Is Really Changing When Schools Restructure? Views from Four School Districts. Reports and Papers in Progress.

Survey of State Correctional Education Systems: Analysis of Data from 1992 Field Test.

106p. 2mf. L1 ED 459 210

Eligibility

Change in Identification, FAPE, Placement, or Dismissal from Special Education. Technical Assistance Paper.

9p. 1mf. L1 ED 458 745

Extended School Year. Issues in Education. Technical Assistance Bulletin.

6p. 1mf. L1 ED 458 736

A Fragile Foundation: State Child Care Assistance Policies.

227p. 3mf. L2 ED 458 994

Learning Disabilities as Operationally Defined by Schools. Executive Summary.

10p. 1mf. L1 ED 458 759

Emergent Literacy

Access for All: Closing the Book Gap for Children in Early Education.

101p. 2mf. L1 ED 458 569

Conceptualizations Underlying Emergent Readers' Story Writing. CIERA Report.

22p. 1mf. L1 ED 458 616

Early 3 Rs: How To Lead Beginners into Reading, Writing, and Arithme-TALK.

176p. 0mf. L3 ED 458 950

The Role of Television Viewing in the Development of Reading Comprehension.

12p. 1mf. L1 ED 458 552

A Solid Foundation: Supportive Contexts for Early Literacy Programs in Maine Schools.

90p. 1mf. L1 ED 458 537

Emotional Adjustment

Ethnic Identity among Guatemalan Youth.

16p. 1mf. L1 ED 458 497

When Things Go Wrong: Managing Critical Incidents in Children's Services.

25p. 1mf. L2 ED 458 985

Emotional Development

Building Services and Systems To Support the Healthy Emotional Development of Young Children: An Action Guide for Policymakers. Promoting the Emotional Well-Being of Children and Families, Policy Paper.

35p. 1mf. L2 ED 459 005

Educating Minds and Hearts: Social Emotional Learning and the Passage into Adolescence. Series on Social Emotional Learning.

216p. 0mf. L3 ED 458 945

Young Children's Personal, Social and Emotional Development.

192p. 0mf. L3 ED 458 949

Emotional Disturbances

Addressing the Issue of Disproportionate Representation: Identification and Assessment of Culturally Diverse Students with Emotional or Behavioral Disorders. Fourth CCBD Mini-Library Series: Addressing the Diverse Needs of Children and Youth with Emotional/Behavioral Disorders--Programs that Work.

74p. 1mf. L2 ED 458 779

Changing Behaviour: Teaching Children with Emotional and Behavioural Difficulties in Primary and Secondary Classrooms. Second Edition.

176p. 0mf. L3 ED 458 768

Extended School Year. Issues in Education. Technical Assistance Bulletin.
6p. 1mf. L1 ED 458 736

Learning Disabilities: Historical Perspectives. Executive Summary.
9p. 1mf. L1 ED 458 756

Federal Programs

AFB Directory of Services for Blind and Visually Impaired Persons in the United States and Canada. 26th Edition.
823p. 0mf. L3 ED 458 731

Federal Student Aid, 1997. CD-ROM .
0p. 0mf. L3 ED 458 860

Guide to U.S. Department of Education Programs, 2001.
365p. 4mf. L1 ED 458 679

Quality Information--Informed Choices: Advancing the Workforce Information System. Secretary of Labor's Workforce Information System Plan for Federal Fiscal Years 2001-2005.
20p. 1mf. L1 ED 458 430

Quicker, Better, Cheaper? Managing Performance in American Government.
635p. 7mf. L2 ED 458 414

Feedback

The Effects of Motivation and Anxiety on Students' Use of Instructor Comments.
26p. 1mf. L1 ED 458 630

Evaluating Student Reflections.
21p. 1mf. L1 ED 459 174

Partnering for Quality under the Workforce Investment Act: A Tool Kit for One-Stop System Building. Module 3: Collecting and Using Customer Feedback. Trainer Manual with Participant Workbook.
124p. 2mf. L1 ED 458 424

Fellowships

California's Initiative To Attract Highly Qualified Teachers into Low Performing Schools.
5p. 1mf. L1 ED 459 160

Females

Appalachian Women Teaching the Future.
11p. 1mf. L1 ED 459 175

Children's Work and Schooling: Does Gender Matter? Evidence from the Peru LSMS Panel Data. Working Paper.
39p. 1mf. L2 ED 459 052

Eating Disorder Prevention Programming.
24p. 1mf. L1 ED 458 462

From Scarcity to Visibility: Gender Differences in the Careers of Doctoral Scientists and Engineers.
334p. 4mf. L2 ED 458 851

Girlhood in America: An Encyclopedia. Volumes 1 and 2. The American Family.
773p. 0mf. L3 ED 459 112

Influence of Achievement Beliefs on Adolescent Girls' Sport Confidence Sources.
25p. 1mf. L1 ED 458 478

Intimate Partner Violence among Unmarried College Women.
34p. 1mf. L1 ED 458 501

Latina Voices of Des Moines.
337p. 4mf. L1 ED 459 017

Nosotras viviremos. Las destrezas: A Capacity Building Training Manual for Working with Latina Farmworking Youth.
145p. 2mf. L2 ED 459 145

13p. 1mf. L1 ED 458 825

Impact of Two-Way Bilingual Elementary Programs on Students' Attitudes toward School and College.

42p. 1mf. L1 ED 458 822

A Study of Children's Early Oral Production in the Target Language in Japanese Immersion Classrooms.

31p. 1mf. L1 ED 458 826

Immigrants

Children of Immigration. The Developing Child Series.

206p. 0mf. L3 ED 459 307

Heaven's Door: Immigration Policy and the American Economy.

263p. 0mf. L3 ED 459 299

Latina Voices of Des Moines.

337p. 4mf. L1 ED 459 017

LEP Parent Involvement Project: A Guide for Connecting Immigrant Parents and Schools.

183p. 2mf. L1 ED 458 831

You Can Help Your Children in School. Videotape .

0p. 0mf. L3 ED 458 832

You Can Talk to Your Child's School. Videotape .

0p. 0mf. L3 ED 458 833

Immigration

Children of Immigration. The Developing Child Series.

206p. 0mf. L3 ED 459 307

Heaven's Door: Immigration Policy and the American Economy.

263p. 0mf. L3 ED 459 299

Inclusive Schools

Access and Inclusion for Children with Autistic Spectrum Disorders: "Let Me In."

247p. 0mf. L3 ED 458 763

Access to the General Education Curriculum for Students with Disabilities. ERIC Digest.

4p. 1mf. L1 ED 458 735

Assessing Inclusion: Strategies for Success. Hot Topics Series.

271p. 0mf. L3 ED 458 744

Assessing One and All: Educational Accountability for Students with Disabilities.

197p. 3mf. L1 ED 458 746

Changing Behaviour: Teaching Children with Emotional and Behavioural Difficulties in Primary and Secondary Classrooms. Second Edition.

176p. 0mf. L3 ED 458 768

Inclusion in Middle Schools. ERIC Digest.

4p. 1mf. L1 ED 459 000

The Paraprofessional's Guide to the Inclusive Classroom: Working as a Team. Second Edition.

160p. 0mf. L3 ED 459 165

A Self-Study Guide to Implementation of Inclusive Assessment and Accountability Systems. A Best Practice Approach.

73p. 1mf. L1 ED 459 190

State and District Assessments as an Avenue to Equity and Excellence for English Language Learners with Disabilities. LEP Projects Report.

30p. 1mf. L1 ED 458 739

Working Together: Reading and Writing in Inclusive Classrooms.

181p. 2mf. L1 ED 458 599

Independent Study

Innovations: The Comprehensive Infant Curriculum. A Self-Directed Teacher's Guide.

132p. 2mf. L2 ED 458 981

Nueva investigacion sobre kindergarten de dia completo (Recent Research on All-Day Kindergarten). ERIC Digest.
4p. 1mf. L1 ED 458 990

Kindergarten Children

Children Entering School Ready To Learn: School Readiness Baseline Information. Final Report. School Year 2000-01 by State and County.
116p. 2mf. L1 ED 458 939

Kindergarten: The Overlooked School Year. Working Paper Series.
49p. 1mf. L1 ED 458 948

More than a Sound a Week.
9p. 1mf. L1 ED 458 609

Kinship

Acting Globally by Thinking Locally--A Postcolonial Partnership.
16p. 1mf. L1 ED 459 028

Knowledge Representation

Evaluating Introductory Physics Classes in Light of the ABET Criteria: An Example from the SCALE-UP Project.
16p. 1mf. L1 ED 459 063

Introduction to SCALE-UP: Student-Centered Activities for Large Enrollment University Physics.
13p. 1mf. L1 ED 459 062

Labeling (of Persons)

The War for Boys: What Must We Do To Win?
10p. 1mf. L1 ED 458 471

Labor Force

Thailand--Secondary Education for Employment, Volume I: A Policy Note.
57p. 1mf. L2 ED 459 129

Thailand--Secondary Education for Employment, Volume II: Background Papers.
109p. 2mf. L2 ED 459 130

Labor Force Development

Gearing Up: An Interim Report on the Sectoral Employment Initiative.
36p. 1mf. L1 ED 458 396

High Road Partnerships Report: Innovations in Building Good Jobs and Strong Communities.
43p. 1mf. L1 ED 458 355

Predicting Student Retention and Academic Achievement in Western United States Associate Degree in Nursing Programs.
201p. 3mf. L1 ED 458 911

Labor Market

Choosing Training?
38p. 1mf. L1 ED 458 395

Development of Vocational Education and Training Standards: The Impact of Labour Market Information. Manual. Qualifications and Training Methods.
79p. 1mf. L1 ED 458 431

A Holland Perspective on the U.S. Workforce from 1960-1990. Technical Report.
24p. 1mf. L1 ED 458 417

Innovative Practices in Vocational Education and Training Standards in the Mashreq Region. Conference Report (Cairo, Egypt, April 7-9, 2001) .
44p. 1mf. L1 ED 458 433

Labor Needs

Marriage

The Egalitarian Marriages of Six Froebelian Leaders in Late Nineteenth Century America.
23p. 1mf. L1 ED 458 997

Mass Media

Endangered Languages and the Media. Proceedings of the Fifth FEL Conference (Agadir, Morocco, September 20-23, 2001).
124p. 2mf. L2 ED 458 819

The Website Assignment as a Valuable Exercise--Beyond Establishing Presence to Creating Significance.
20p. 1mf. L1 ED 458 659

Mass Media Effects

"Good Guys Don't Wear Hats": Children's Talk about the Media.
176p. 0mf. L3 ED 458 947

MediaQuotient TM : National Survey of Family Media Habits, Knowledge, and Attitudes.
103p. 2mf. L1 ED 458 938

Mass Media Role

Endangered Languages and the Media. Proceedings of the Fifth FEL Conference (Agadir, Morocco, September 20-23, 2001).
124p. 2mf. L2 ED 458 819

Mass Media Use

MediaQuotient TM : National Survey of Family Media Habits, Knowledge, and Attitudes.
103p. 2mf. L1 ED 458 938

Masters Programs

Models for Strategic Program Development. Proceedings of the Annual Meeting of the Council for Programs in Technical and Scientific Communication (27th, Menomonie, Wisconsin, October 19-21, 2000).
136p. 2mf. L1 ED 458 651

Material Development

Character Education Literacy Kits: Supporting the Home/School Connection.
7p. 1mf. L1 ED 458 638

Mathematical Concepts

Measurement, Ratios, and Graphing: Safety First. A Lesson Guide with Activities in Mathematics, Science, and Technology. NASA CONNECT.
36p. 1mf. L1 ED 459 064

Mathematical Models

Mathematical Modeling with a "CAS" in an Introductory Course of Differential Equations.
13p. 1mf. L1 ED 459 085

Mathematics

The Co-Construction by Early Years Care and Education Practitioners of Literacy and Mathematics Curricula for Young Children.
20p. 1mf. L2 ED 458 610

Mathematics Achievement

A Model of Mathematics Achievement Using Proficiency Scores.
23p. 1mf. L1 ED 459 216

Mathematics Activities

The Paraprofessional's Guide to the Inclusive Classroom: Working as a Team. Second Edition.
160p. 0mf. L3 ED 459 165

Parent Associations

The Involvement of Lay Advocates in Due Process Hearings. Quick Turn Around (QTA).
9p. 1mf. L1 ED 458 753

Parent Attitudes

Nueva investigacion sobre kindergarten de dia completo (Recent Research on All-Day Kindergarten). ERIC Digest.
4p. 1mf. L1 ED 458 990

Parent Child Relationship

Adventures in Parenting: How Responding, Preventing, Monitoring, Mentoring, and Modeling Can Help You Be a Successful Parent.
68p. 1mf. L1 ED 459 011

Children's Rights: A Quote from Toyohiko Kagawa.
8p. 1mf. L1 ED 458 937

Discipline for Life: Getting It Right with Children.
282p. 3mf. L2 ED 458 959

En sus marcas--Listos--A leer! Para las familias: Actividades de lenguaje para la primera infancia y ninez entre el nacimiento y los 5 anos. El reto: A leer, America! (Ready--Set--Read! For Families: Early Childhood Language Activities for Children from Birth through Age Five. America Reads Challenge).
105p. 2mf. L1 ED 458 574

The Intergeneration Transmission of Attachment: How Do We Account for the "Transmission Gap?"
82p. 1mf. L2 ED 458 955

Parent-Child Communication and Its Perceived Effects on the Young Child's Developing Self-Concept.
27p. 1mf. L1 ED 458 631

Parenting Practices and Children's Participation in Planning.
9p. 1mf. L1 ED 458 996

Parent Participation

Developing a Storysack Project within a Sure Start Initiative: Reflections and Emerging Findings on Working Together with Parents To Produce a Community Resource.
14p. 1mf. L1 ED 458 545

LEP Parent Involvement Project: A Guide for Connecting Immigrant Parents and Schools.
183p. 2mf. L1 ED 458 831

Leyendo con tu hijo: Consejos practicos para los padres... (Reading with Your Child: Practical Advice for Parents...).
6p. 1mf. L1 ED 458 539

More Parental Choice in Europe? Overview of Effectiveness Differences between Religious Schools and Public Schools in Several European Societies.
22p. 1mf. L1 ED 458 709

Put Reading First: Helping Your Child Learn To Read. A Parent Guide. Preschool through Grade 3.
9p. 1mf. L1 ED 458 535

Reading Tips for Parents.
6p. 1mf. L1 ED 458 538

Reasons for and Solutions to Lack of Parent Involvement of Parents of Second Language Learners.
17p. 1mf. L1 ED 458 956

School Councils in New South Wales: A Report to the New South Wales Department of Education and Training.
19p. 1mf. L1 ED 459 019

The Challenge of Universal Primary Education: Strategies for Achieving the International Development Targets.
48p. 1mf. L1 ED 459 007

Organizing Community-Wide Dialogue for Action and Change: A Step-by-Step Guide.
162p. 2mf. L1 ED 458 384

Process Approach (Writing)

Linking Writing to the Process of Scientific Inquiry: Strategies from Writing Teachers in the Disciplines.
13p. 1mf. L1 ED 458 655

Professional Associations

GSCA (Georgia School Counselors Association) Journal, 2001.
105p. 2mf. L1 ED 458 461

Professional Development

Advancing Your Career: Concepts of Professional Nursing. Second Edition.
498p. 0mf. L3 ED 458 402

Assessing the Rationales for Educational Reforms: A Test of the Professional Development, Comprehensive Reform, and Direct Instruction Hypotheses. Policy Research Report.
40p. 1mf. L1 ED 458 641

Characteristics of Teacher Educators in Career and Technical Education.
81p. 1mf. L1 ED 458 407

Cognitively Guided Instruction & Systemic Reform.
32p. 1mf. L1 ED 458 716

Forty Helpful Hints & Tips, for Making Your ESL Teaching Easier and More Fun!
11p. 1mf. L1 ED 458 845

Innovations: The Comprehensive Infant Curriculum. A Self-Directed Teacher's Guide.
132p. 2mf. L2 ED 458 981

Innovations: The Comprehensive Toddler Curriculum. A Self-Directed Teacher's Guide.
133p. 2mf. L2 ED 458 982

The Literacy Debates: What Are the Issues in New Zealand?
14p. 1mf. L1 ED 458 621

Professionalizing Foreign Language Teaching in a Research Department.
24p. 1mf. L1 ED 458 810

Reading: Phonemic Awareness, Vocabulary Acquisition, Teaching and Intervention.
26p. 1mf. L1 ED 458 565

SCANS-Related, Project-Based Instruction and Learning in Adult Education: A Professional Development Packet.
117p. 2mf. L1 ED 458 416

Systems for Change in Literacy Education: A Guide to Professional Development.
262p. 0mf. L3 ED 458 576

Professional Personnel

Identifying Assessment Needs of Student Affairs Professionals Using a Web-Based Survey.
15p. 1mf. L1 ED 458 465

Professional Training

Young Economists and Lawyers Learn How To Write an Academic Text.
12p. 1mf. L1 ED 458 594

Profiles

Contemporary Composition Studies: A Guide to Theorists and Terms.

A Solid Foundation: Supportive Contexts for Early Literacy Programs in Maine Schools.
90p. 1mf. L1 ED 458 537

Teaching Reading in High School English Classes.
182p. 2mf. L1 ED 458 526

Vocabulary Development in the Reading Curriculum.
8p. 1mf. L1 ED 458 547

What Does a "Balanced Literacy Approach" Mean? Topics in Early Reading Coherence.
7p. 1mf. L1 ED 458 555

What We Know after a Decade of Hong Kong Extensive Reading Scheme.
19p. 1mf. L1 ED 458 806

Reading Material Selection

The Best in Children's Nonfiction: Reading, Writing, & Teaching Orbis Pictus Award Books.
175p. 2mf. L1 ED 458 591

The Feeling Dimension in Reading.
10p. 1mf. L1 ED 458 523

Inside the Mind of a Child: Selecting Literature Appropriate to the Developmental Age of Children.
17p. 1mf. L1 ED 458 602

Literary Pathways: Selecting Books To Support New Readers.
217p. 0mf. L3 ED 458 549

Reading in Series TM : A Selection Guide to Books for Children.
600p. 0mf. L3 ED 458 518

Reading Materials

Developing a Storysack Project within a Sure Start Initiative: Reflections and Emerging Findings on Working Together with Parents To Produce a Community Resource.
14p. 1mf. L1 ED 458 545

Reading Motivation

Leyendo con tu hijo: Consejos practicos para los padres... (Reading with Your Child: Practical Advice for Parents...).
6p. 1mf. L1 ED 458 539

Reading Tips for Parents.
6p. 1mf. L1 ED 458 538

Teaching Reading in High School English Classes.
182p. 2mf. L1 ED 458 526

Reading Processes

Reading and Writing Connections in the Language Arts.
9p. 1mf. L1 ED 458 623

When Writers Read. Second Edition.
182p. 0mf. L3 ED 458 578

Reading Programs

Building Reading Proficiency at the Secondary Level: A Guide to Resources. Introduction.
150p. 2mf. L1 ED 458 562

Phonics Exposed: Understanding and Resisting Systematic Direct Intense Phonics Instruction.
18p. 1mf. L1 ED 458 564

Reading across the Region. Topics in Early Reading Coherence.
9p. 1mf. L1 ED 458 553

Reading Rate

Forced Processing Tactics To Increase Reading Rates, Comprehension and Vocabulary Skills with College Students.
7p. 1mf. L1 ED 458 534

Reading Research

Baseline Information. Final Report. School Year 2000-01 by State and County.

116p. 2mf. L1 ED 458 939

School Resegregation

Schools More Separate: Consequences of a Decade of Resegregation.

55p. 1mf. L1 ED 459 217

School Restructuring

Breaking Up Large High Schools: Five Common (and Understandable) Errors of Execution. ERIC Digest.

4p. 1mf. L1 ED 459 049

Improving Student Achievement: Some Structural Incompatibilities.

32p. 1mf. L1 ED 458 692

Leadership for Student Learning: Restructuring School District Leadership. School Leadership for the 21st Century Initiative: A Report of the Task Force on School District Leadership.

40p. 1mf. L2 ED 458 684

What Is Really Changing When Schools Restructure? Views from Four School Districts. Reports and Papers in Progress.

16p. 1mf. L2 ED 458 672

School Role

How a National Tragedy Can Psychologically Impact Children.

8p. 1mf. L2 ED 458 504

School Safety

School Safety.

28p. 1mf. L1 ED 458 713

School Violence Prevention Testimony. Presented to the California State Assembly Select Committee on School Safety.

13p. 1mf. L2 ED 458 677

School Security

School Safety.

28p. 1mf. L1 ED 458 713

School Size

Breaking Up Large High Schools: Five Common (and Understandable) Errors of Execution. ERIC Digest.

4p. 1mf. L1 ED 459 049

School Space

Minimum School Space Requirements.

11p. 1mf. L1 ED 458 790

School Uniforms

The Influence of a Mandatory School Uniform Policy.

13p. 1mf. L1 ED 458 695

Science Activities

NOVA R Fall 2001 Teacher's Guide.

55p. 1mf. L1 ED 459 073

Science Education

I Want To Know...? Learning about Science.

25p. 1mf. L2 ED 458 983

In-Service Support for a Technological Approach to Science Education. Education Research. Report.

57p. 1mf. L1 ED 459 061

Science Instruction

An Action Research Perspective of Making Connections between Science and Mathematics in a Science Methods Course.

40p. 1mf. L1 ED 458 789

State School District Relationship

Florida Community College System Governance Survey. Data Trend.

12p. 1mf. L1 ED 458 910

Leadership for Student Learning: Recognizing the State's Role in Public Education. School Leadership for the 21st Century Initiative: A Report of the Task Force on State Leadership.

34p. 1mf. L2 ED 458 683

Rules for School Construction Projects.

21p. 1mf. L1 ED 458 783

State Standards

Assessing One and All: Educational Accountability for Students with Disabilities.

197p. 3mf. L1 ED 458 746

Beating the Odds: A City-by-City Analysis of Student Performance and Achievement Gaps on State Assessments.

243p. 3mf. L2 ED 459 280

Change in Identification, FAPE, Placement, or Dismissal from Special Education. Technical Assistance Paper.

9p. 1mf. L1 ED 458 745

Colorado Model Content Standards for Theatre: Suggested Grade Level Expectations.

22p. 1mf. L1 ED 458 639

Colorado Model Content Standards for Theatre: Voluntary Theatre Standards.

19p. 1mf. L1 ED 458 640

Making Standards Meaningful: High School Reform Efforts in Washington State. Making Standards Work, 2001.

66p. 1mf. L2 ED 459 188

Measuring Up: A Standards and Assessment Benchmarking Report for Massachusetts.

55p. 1mf. L1 ED 459 192

Real Results, Remaining Challenges: The Story of Texas Education Reform.

37p. 1mf. L1 ED 459 191

School Accountability and Teacher Training. Briefing.

11p. 1mf. L1 ED 459 159

School and Classroom Practices during Two Years of Education Reform in Washington State. CSE Technical Report.

43p. 1mf. L1 ED 459 194

Teacher Attitudes toward Professional Organization-Developed, State Board-Approved Standards for Agricultural Education.

19p. 1mf. L1 ED 459 074

Today's Students, Tomorrow's Citizens: Pathways for Learning, Language and Reading Comprehension. Alabama High School Graduation Exam.

322p. 4mf. L1 ED 458 532

Tribal-State Partnerships: Assuring Success in Indian Education. Report of the Arizona Indian Town Hall (20th, Phoenix, Arizona, June 20-21, 2000).

7p. 1mf. L1 ED 459 016

Washington Elementary Schools on the Slow Track under Standards-Based Reform. Making Standards Work, 2001.

40p. 1mf. L2 ED 459 187

State Surveys

The State of Washington's Children, Fall 2001. Ninth Annual Report .

70p. 1mf. L2 ED 458 965

State Universities

Performance Accountability Report, 2001: Maryland Public

Teacher Supply and Demand

A National Study of the Supply and Demand for Teachers of Agricultural Education in 1996-1998.
56p. 1mf. L1 ED 458 358

Teachers

School and Classroom Practices during Two Years of Education Reform in Washington State. CSE Technical Report.
43p. 1mf. L1 ED 459 194

Teacher Followup Survey, 1994-1995: Data File User's Manual, Public-Use Version. Schools and Staffing Survey.
365p. 4mf. L1 ED 459 209

Teaching (Occupation)

Foundations, Adult Dynamics, Teacher Education and Play. Advances in Early Education and Day Care.
240p. 0mf. L3 ED 458 973

In Pursuit of Teacher Quality: Three Models of Success.
27p. 1mf. L1 ED 459 167

In the Teacher/Service/Scholar Model: What Is Valued as "Teaching" in the Promotion and Tenure Process?
12p. 1mf. L1 ED 459 153

Inside Secrets of Finding a Teaching Job.
200p. 0mf. L3 ED 459 142

Journalism and Mass Communication Educators' Career Choices: When and Why They Entered College Teaching.
31p. 1mf. L1 ED 458 645

Teacher Job Satisfaction in Developing Countries. Educational Research Supplemental Series (G).
21p. 1mf. L1 ED 459 150

Teaching Load

Informal/Formal Learning and Workload among Ontario Secondary School Teachers. NALL Working Paper.
42p. 1mf. L1 ED 459 170

Teaching Methods

Assessing Methods of Teaching in the Elementary School.
9p. 1mf. L1 ED 458 589

Autism Program Quality Indicators: A Self-Review and Quality Improvement Guide for Schools and Programs Serving Students with Autism Spectrum Disorders.
16p. 1mf. L1 ED 458 767

Characteristics of Teacher Educators in Career and Technical Education.
81p. 1mf. L1 ED 458 407

The Dialogue of Spoken Word and Written Word.
25p. 1mf. L1 ED 458 619

Does It Matter What I Think? An Exploration of Teachers' Constructions of Literacy and Their Classroom Practices.
25p. 1mf. L1 ED 458 603

Elicited Response in the Pre-Kindergarten Setting: Good or Bad Idea?
13p. 1mf. L1 ED 458 825

A Handbook for Classroom Instruction That Works.
395p. 5mf. L2 ED 459 151

Investigations as a Central Focus for a Mathematics Curriculum.
9p. 1mf. L1 ED 459 082

Mathematical Modeling with a "CAS" in an Introductory Course of Differential Equations.
13p. 1mf. L1 ED 459 085

Multi-Grade Teaching: A Review of Research and Practice. Education Research.

Improving Children's Reading Ability through Volunteer Reading Tutoring Programs. Issue Brief.
6p. 1mf. L2 ED 458 570

War

Vulnerability to Post-Traumatic Stress Disorder among Battered Women in Israel.
8p. 1mf. L1 ED 458 481

Welfare Recipients

From Welfare to Work: Who Should We Help and How? An Issue Book for National Issues Forums.
33p. 1mf. L1 ED 459 125

Overview of State Certification/Chartering Criteria for One-Stop Career Centers. Matrices and Final Narrative.
147p. 2mf. L1 ED 458 372

Promoting Employment in Public Housing Communities: Learning from the Jobs-Plus Demonstration. Policy Brief.
8p. 1mf. L1 ED 458 390

Transitional Jobs: A Bridge into the Workforce for Hard-To-Employ Welfare Recipients. Policy Brief.
12p. 1mf. L1 ED 458 401

Welfare Reform in Rural America: A Review of Current Research.
65p. 1mf. L1 ED 459 054

Welfare Reform

Welfare Reform in Rural America: A Review of Current Research.
65p. 1mf. L1 ED 459 054

Welfare Services

After Welfare Reform and an Economic Boom: Why Is Child Poverty Still So Much Higher in the U.S. Than in Europe?
24p. 1mf. L1 ED 459 296

Implementing Work Requirements in Wisconsin. Discussion Paper.
33p. 1mf. L2 ED 459 308

Quicker, Better, Cheaper? Managing Performance in American Government.
635p. 7mf. L2 ED 458 414

Red Flags: Research Raises Concerns about the Impact of "Welfare Reform" on Child Maltreatment.
42p. 1mf. L1 ED 459 282

Running To Keep in Place: The Continuing Evolution of Our Nation's Child Welfare System. Occasional Paper. Assessing the New Federalism: An Urban Institute Program To Assess Changing Social Policies.
33p. 1mf. L1 ED 459 281

Well Being

California County Data Book, 2001: Factors for School Success.
342p. 4mf. L1 ED 458 995

Children in the States, 2001.
131p. 2mf. L2 ED 458 993

Concurrent and Discriminant Validity of the Means-Ends Spirituality Questionnaire.
25p. 1mf. L1 ED 458 475

Improving the Odds for the Healthy Development of Young Children in Foster Care. Promoting the Emotional Well-Being of Children and Families, Policy Paper.
33p. 1mf. L2 ED 459 006

Kids Count in Michigan Data Book, 2001: County Profiles of Child and Family Well-Being.
426p. 5mf. L1 ED 458 978

North Carolina Child Health Report Card, 2001.
7p. 1mf. L1 ED 459 010

27p. 1mf. L1 ED 459 265

State Summary of Vermont. Ed Watch Online.

27p. 1mf. L1 ED 459 266

State Summary of Virginia. Ed Watch Online.

27p. 1mf. L1 ED 459 267

State Summary of Washington. Ed Watch Online.

27p. 1mf. L1 ED 459 268

State Summary of West Virginia. Ed Watch Online.

27p. 1mf. L1 ED 459 269

State Summary of Wisconsin. Ed Watch Online.

27p. 1mf. L1 ED 459 270

State Summary of Wyoming. Ed Watch Online.

27p. 1mf. L1 ED 459 271

Summary of the Nation. Ed Watch Online.

26p. 1mf. L1 ED 459 220

Ten Years Old & Competent. The Fourth Stage of the Competent Children Project: A Summary of the Main Findings.

37p. 1mf. L2 ED 458 958

Transformational Leadership, Student Achievement, and School District Financial and Demographic Factors.

36p. 1mf. L1 ED 458 693

Academic Aspiration

Evaluating the Use of Student and Parent GEAR UP Survey Summaries in a Rural, Nine-County Region.

19p. 1mf. L1 ED 459 041

Academic Discourse

Electronic Discourses in a Graduate Seminar: MOO Conferences as Liminal Discursive Spaces.

11p. 1mf. L1 ED 458 635

Nominalized Writing: Approximating Academic Register.

16p. 1mf. L1 ED 458 813

Young Economists and Lawyers Learn How To Write an Academic Text.

12p. 1mf. L1 ED 458 594

Academic Education

The Presence of Strategies and Conditions for Integrating Academic and Career and Technical Education.

7p. 1mf. L1 ED 458 413

Work-Based Learning: A New Higher Education?

234p. 0mf. L3 ED 458 409

Academic Failure

Failing Schools in Michigan: The Surprising Scale.

40p. 1mf. L1 ED 459 201

Academic Freedom

Eleventh Amendment Immunity and Academic Freedom.

8p. 1mf. L1 ED 458 846

Academic Libraries

The Library at the Center of the Web: Information Literacy across the Curriculum in an Age of Connectivity and Chaos.

9p. 1mf. L1 ED 458 886

Virtual Reference Services--Down-Under: A Cautionary Tale.

15p. 1mf. L1 ED 458 868

When Change Is Set in Stone: An Analysis of Seven Academic Libraries Designed by Perry Dean Rogers & Partners, Architects.

103p. 0mf. L3 ED 458 876

Academic Persistence

Engendering Student Success: A Study of Long Beach City College EOP&S Students.

319p. 4mf. L1 ED 458 726

At Risk Persons

Animal Abuse and Youth Violence. Juvenile Justice Bulletin.
17p. 1mf. L1 ED 458 503

Classifying Internet Pathological Users: Their Usage, Internet Sensation Seeking, and Perceptions.
29p. 1mf. L1 ED 458 468

Eating Disorder Prevention Programming.
24p. 1mf. L1 ED 458 462

Athletes

Biography Today: Profiles of People of Interest to Young Readers. Sports Series.
220p. 3mf. L1 ED 459 122

Athletics

Athletic Liability: Managing Liability in Athletics and Physical Education.
99p. 2mf. L2 ED 458 719

Biography Today: Profiles of People of Interest to Young Readers. Sports Series.
220p. 3mf. L1 ED 459 122

Attachment Behavior

The Intergeneration Transmission of Attachment: How Do We Account for the "Transmission Gap?"
82p. 1mf. L2 ED 458 955

Attendants

Preventing and Reporting Resident Abuse in Assisted Living: A Learning Module for Resident Assistants.
22p. 1mf. L1 ED 458 398

Attitude Measures

Concurrent and Discriminant Validity of the Means-Ends Spirituality Questionnaire.
25p. 1mf. L1 ED 458 475

Attitudes

Fifteen Years Later: An Investigation of the Long-Term Outcomes of Augmentative and Alternative Communication Interventions.
154p. 2mf. L1 ED 458 727

Attitudes toward Disabilities

Equality through Access. Annual Report, 2000/01.
24p. 1mf. L1 ED 459 021

On Infusing Disability Studies into the General Curriculum. On Point...Brief Discussions of Critical Issues in Urban Education.
16p. 1mf. L1 ED 458 737

Audience Awareness

Holy Mitosis Batman, It's a Gamete: Blending (Bending) the Research Genre.
17p. 1mf. L1 ED 458 618

Picture Books: Who Are They For?
10p. 1mf. L1 ED 458 581

Teaching Public Speaking: Insights from the Eastern World.
10p. 1mf. L1 ED 458 650

Young Economists and Lawyers Learn How To Write an Academic Text.
12p. 1mf. L1 ED 458 594

Augmentative and Alternative Communication

Fifteen Years Later: An Investigation of the Long-Term Outcomes

Foundation for Child Development Annual Report, 2000/2001.
41p. 1mf. L1 ED 458 969

Infancy in America: An Encyclopedia. Volumes One and Two. The American Family.
769p. 0mf. L3 ED 459 008

Innovations: Infant and Toddler Development.
393p. 5mf. L2 ED 458 979

Necessary but Not Sufficient: The Respective Roles of Single and Multiple Influences on Individual Development.
439p. 0mf. L3 ED 458 964

Parent-Child Communication and Its Perceived Effects on the Young Child's Developing Self-Concept.
27p. 1mf. L1 ED 458 631

Supporting Young Learners 3: Ideas for Child Care Providers and Teachers.
397p. 5mf. L2 ED 458 992

Child Health

Building Blocks: The Next Steps for Supporting Alaska's Young Children and Their Families.
39p. 1mf. L1 ED 458 999

California Report Card, 2001: Factors for School Success.
46p. 1mf. L1 ED 458 970

Healthy Ties: Ensuring Health Coverage for Children Raised by Grandparents and Other Relatives. A Look at Medicaid and CHIP Enrollment in the States.
134p. 2mf. L2 ED 458 933

Improving the Odds for the Healthy Development of Young Children in Foster Care. Promoting the Emotional Well-Being of Children and Families, Policy Paper.
33p. 1mf. L2 ED 459 006

North Carolina Child Health Report Card, 2001.
7p. 1mf. L1 ED 459 010

Poisoned Playgrounds: Arsenic in "Pressure-Treated" Wood.
21p. 1mf. L1 ED 458 787

Rights of the Child.
99p. 2mf. L1 ED 459 272

State of the World's Newborns: A Report from Saving Newborn Lives.
59p. 1mf. L1 ED 458 972

The State of Washington's Children, Fall 2001. Ninth Annual Report .
70p. 1mf. L2 ED 458 965

Targeting Early Childhood Care and Education: Myths and Realities. Occasional Paper.
153p. 2mf. L1 ED 459 002

Washington Kids Count County and City Profiles of Child and Family Well-Being: 2001 Statewide Summaries.
172p. 2mf. L2 ED 459 003

WIC in Native American Communities: Building a Healthier America. Report Summary.
19p. 1mf. L1 ED 459 050

Child Labor

Children's Work and Schooling: Does Gender Matter? Evidence from the Peru LSMS Panel Data. Working Paper.
39p. 1mf. L2 ED 459 052

Child Neglect

Red Flags: Research Raises Concerns about the Impact of "Welfare Reform" on Child Maltreatment.
42p. 1mf. L1 ED 459 282

Child Rearing

60p. 1mf. L1 ED 458 747

Comprehensive School Health Education

Promoting Healthy Youth, Schools, and Communities: A Guide to Community-School Health Advisory Councils.

168p. 2mf. L1 ED 459 140

Compulsory Education

What Happened to the Consensus on Higher Still? CES Briefing.

6p. 1mf. L1 ED 459 115

Computational Linguistics

An Investigation into How Corpus Analysis May Be Used in the Second Language Classroom To Solve Some of the Problems Surrounding Non-Native Speakers' Understanding of Seemingly Synonymous Words.

17p. 1mf. L1 ED 458 795

Computer Assisted Instruction

Buying a Car: Using On-Line Tools. Technology Update.

17p. 1mf. L1 ED 458 391

The Cognitive Impact of a Computer Algebra System on Intermediate Algebra Students at the Community College Level.

12p. 1mf. L1 ED 458 901

"I Don't Think They Even Exist!" Teaching CMC through CMC: Experiences from a Cross-University Computer-Mediated Communication Class.

23p. 1mf. L1 ED 458 660

Illuminating Texts: How To Teach Students To Read the World.

210p. 0mf. L3 ED 458 529

Integrating Four Courses into a 12 Credit Hour Block of Instruction in an On-Line Format as Part of a Master's Program in Educational Administration.

33p. 1mf. L1 ED 458 864

Integrating Technology in Program Development for Children/Youth with E/BD.

53p. 1mf. L1 ED 458 738

A Path to Literacy: Empowering Students in Your Classroom.

14p. 1mf. L1 ED 458 540

Writing Inventions: Identities, Technologies, Pedagogies.

287p. 0mf. L3 ED 458 592

Computer Assisted Testing

A-Stratified Computerized Adaptive Testing with Unequal Item Exposure across Strata.

31p. 1mf. L2 ED 459 213

Online Testing: The Dog Sat on My Keyboard.

6p. 1mf. L2 ED 459 083

Computer Mediated Communication

Computer Mediated Linguistic Interaction as a Tool for the Social Construction of Knowledge.

8p. 1mf. L1 ED 458 670

Electronic Discourses in a Graduate Seminar: MOO Conferences as Liminal Discursive Spaces.

11p. 1mf. L1 ED 458 635

Electronic Mail in Foreign Language Learning Revisited.

25p. 1mf. L1 ED 458 817

eTech College of Wisconsin Plan.

42p. 1mf. L1 ED 458 894

Findings from the California Community College Flashlight Project, 1998-99.

12p. 1mf. L1 ED 458 916

"I Don't Think They Even Exist!" Teaching CMC through CMC:

Degrees (Academic)

University and Community College Systems of Nevada Report on Articulation and Transfer.

9p. 1mf. L1 ED 458 902

Delinquency

The Challenges of Gangs and Youth Violence in the Schools. Fourth CCBD Mini-Library Series: Addressing the Diverse Needs of Children and Youth with Emotional/Behavioral Disorders--Programs That Work.

54p. 1mf. L2 ED 458 773

Education, Disability, and Juvenile Justice: Recommended Practices. Fourth CCBD Mini-Library Series: Addressing the Diverse Needs of Children and Youth with Emotional/Behavioral Disorders--Programs That Work.

49p. 1mf. L2 ED 458 775

Evaluation of the Courtlink Auto Crime Prevention Program (CACPP) for Senior Elementary and Alternative School Students in British Columbia.

156p. 2mf. L1 ED 459 291

Delivery Systems

Adult Education and Indigenous Peoples in Russia. International Survey on Adult Education for Indigenous Peoples. Country Study: Russia.

77p. 1mf. L1 ED 458 369

Developing Effective Linkages between Job Corps and One-Stop Systems: A Technical Assistance Guide.

68p. 1mf. L1 ED 458 421

Glossary of Adult Learning in Europe. A.E. Monographs.

127p. 2mf. L1 ED 458 363

The Internship Experience: Linking the University to the Workplace.

20p. 1mf. L2 ED 458 359

Partnering for Quality under the Workforce Investment Act: A Tool Kit for One-Stop System Building. Module 1: Reviewing System-Building Progress and Developing a Blueprint for WIA Transition. Trainer Manual with Participant Workbook.

110p. 2mf. L1 ED 458 422

Partnering for Quality under the Workforce Investment Act: A Tool Kit for One-Stop System Building. Module 2: Partnering and Organizational Change. Trainer Manual with Participant Workbook.

149p. 2mf. L1 ED 458 423

Partnering for Quality under the Workforce Investment Act: A Tool Kit for One-Stop System Building. Module 3: Collecting and Using Customer Feedback. Trainer Manual with Participant Workbook.

124p. 2mf. L1 ED 458 424

Partnering for Quality under the Workforce Investment Act: A Tool Kit for One-Stop System Building. Module 4: Designing a System for the Delivery of Integrated Services. Trainer Manual with Participant Workbook.

107p. 2mf. L1 ED 458 425

Partnering for Quality under the Workforce Investment Act: A Tool Kit for One-Stop System Building. Summary of Tools.

44p. 1mf. L1 ED 458 427

Vocational Education and Training in Belgium. Brief Description. CEDEFOP Panorama Series.

41p. 1mf. L1 ED 458 450

Demand Occupations

Needs Assessment of the Healthcare Sector in the Washington, D.C., Metropolitan Area. Research Report. Business Needs

16p. 1mf. L2 ED 458 672

Whose Reform: Teachers' Voices from Silence.

20p. 1mf. L1 ED 459 154

Educational Cooperation

Developing a Reading Community.

8p. 1mf. L1 ED 458 521

Mentoring and the Reading Curriculum.

9p. 1mf. L1 ED 458 520

Report of the Regional Literacy Network Annual Meeting (1st, Chicago, Illinois, April 24, 2001).

43p. 1mf. L1 ED 458 567

School-Community Connections: A Literature Review.

63p. 1mf. L1 ED 459 047

Educational Demand

eLearning Survey: What Is the Extent of eLearning in Europe?

9p. 1mf. L1 ED 458 443

Educational Development

What Schools for the Future? Education and Skills.

246p. 3mf. L1 ED 458 717

Educational Discrimination

A Special Remedy: Roma and Schools for the Mentally Handicapped in the Czech Republic. Country Reports Series.

139p. 2mf. L1 ED 459 273

Educational Economics

An Analysis of Functional Budget and Expenditure Patterns and Revenue Sources of Tennessee's Public Community Colleges from 1988-89 through 1997-98.

300p. 4mf. L1 ED 458 895

Educational Environment

Adult Education and Indigenous Peoples in Brazil. International Survey on Adult Education for Indigenous Peoples. Country Study: Brazil.

47p. 1mf. L1 ED 458 365

Adult Education and Indigenous Peoples in Norway. International Survey on Adult Education for Indigenous Peoples. Country Study: Norway.

103p. 2mf. L1 ED 458 367

Adult Education and Indigenous Peoples in Russia. International Survey on Adult Education for Indigenous Peoples. Country Study: Russia.

77p. 1mf. L1 ED 458 369

Adult Education and Indigenous Peoples in the Philippines. International Survey on Adult Education for Indigenous Peoples. Country Study: The Philippines.

46p. 1mf. L1 ED 458 368

Barriers to Equal Education for Aboriginal Learners: A Review of the Literature. A BC Human Rights Commission Report.

72p. 1mf. L1 ED 459 020

Early Childhood Settings in 15 Countries: What Are Their Structural Characteristics? The IEA Preprimary Project, Phase 2.

408p. 5mf. L2 ED 459 001

The Extra-Ordinary School: Parergonality & Pedagogy. Counterpoints: Studies in the Postmodern Theory of Education.

212p. 0mf. L3 ED 458 686

Improving Student Achievement: Some Structural Incompatibilities.

32p. 1mf. L1 ED 458 692

The Influence of a Mandatory School Uniform Policy.

13p. 1mf. L1 ED 458 695

Integrating Technology in Program Development for Children and Youth with Emotional or Behavioral Disorders. Fourth CCBD Mini-Library Series: Addressing the Diverse Needs of Children and Youth with Emotional/Behavioral Disorders--Programs That Work.
74p. 1mf. L2 ED 458 776

Integrating Technology in Program Development for Children/Youth with E/BD.
53p. 1mf. L1 ED 458 738

Strategies and Procedures for Designing Proactive Interventions with a Culturally Diverse Population of Students with Emotional or Behavioral Disorders and Their Families/Caregivers. Fourth CCBD Mini-Library Series: Addressing the Diverse Needs of Children and Youth with Emotional/Behavioral Disorders--Programs That Work.
35p. 1mf. L2 ED 458 777

Emotional Problems

Coping with Unexpected Events: Depression and Trauma.
17p. 1mf. L1 ED 458 452

In Control: Anger Management and the Development of Prosocial Behavior.
14p. 1mf. L1 ED 458 476

What Can Happen to Abused Children When They Grow Up--If No One Notices, Listens or Helps? Some Statistics from the Research.
18p. 1mf. L1 ED 458 451

Emotional Response

The Feeling Dimension in Reading.
10p. 1mf. L1 ED 458 523

Employed Parents

A Fragile Foundation: State Child Care Assistance Policies.
227p. 3mf. L2 ED 458 994

Employee Absenteeism

Retention and Attrition of Pacific School Teachers and Administrators (RAPSTA) Study: A Compilation of Reports. Research Series.
216p. 3mf. L1 ED 458 701

Retention and Attrition of Pacific School Teachers and Administrators (RAPSTRA) Study: Commonwealth of the Northern Mariana Islands (CNMI). Research Series.
36p. 1mf. L1 ED 458 702

Employee Attitudes

Breaking the Myth of Flexible Work: Contingent Work in Toronto. A Study Conducted by the Contingent Workers Project.
78p. 1mf. L1 ED 458 428

Employer Employee Relationship

Conflict Management: Cues and Implications for Managers from Conflict Research.
69p. 1mf. L1 ED 458 415

An Environmental Assessment of Community College Faculty Satisfaction.
128p. 2mf. L1 ED 458 921

Employment

Follow-Up of North Carolina Community College Cooperative Education Graduates: Additional Education and Salary Gains.
271p. 3mf. L1 ED 458 904

From Welfare to Work: Who Should We Help and How? An Issue Book for National Issues Forums.
33p. 1mf. L1 ED 459 125

Nosotras viviremos. Las destrezas: Un manual de capacitacion para trabajar con jovenes latinas campesinas (A Capacity Building Training Manual for Working with Latina Farmworking Youth).

146p. 2mf. L2 ED 459 182

Nosotras viviremos. Los consejos: A Capacity Building Training Manual for Working with Latina Farmworking Mothers and Mentors of Girls.

138p. 2mf. L2 ED 459 144

Nosotras viviremos. Los consejos: Un manual de capacitacion para trabajar con madres latinas campesinas (A Capacity Building Training Manual for Working with Latina Farmworking Mothers and Mentors of Girls).

138p. 2mf. L2 ED 459 181

Vulnerability to Post-Traumatic Stress Disorder among Battered Women in Israel.

8p. 1mf. L1 ED 458 481

Women Chief Academic Officers of Public Community Colleges: Career Paths and Mobility Factors.

138p. 2mf. L1 ED 458 923

Fiction

"Based on a True-Story": Using "The Ballad of Frankie Silver" To Teach the Conventions of Narrative.

11p. 1mf. L1 ED 458 620

Field Instruction

100 Days of Learning in Place: How a Small School Utilized "Place-Based" Learning To Master State Academic Standards.

13p. 1mf. L1 ED 459 023

Rural Schools on the Prairie Turn to Land for Learning and Inspiration. Rural Trust Featured Project.

13p. 1mf. L1 ED 459 055

Film Criticism

Rhetorical Transcendence Revisited: The "Thin Red Line" as Perennial Philosophy.

9p. 1mf. L1 ED 458 649

Films

Narrative Translation across Cultures: From the "Bhagavad Gita" to "The Legend of Bagger Vance."

16p. 1mf. L1 ED 458 648

Rhetorical Transcendence Revisited: The "Thin Red Line" as Perennial Philosophy.

9p. 1mf. L1 ED 458 649

Finance Reform

School Construction. Policy Report.

12p. 1mf. L1 ED 458 785

Vermont's Act 60: Comprehensive School Finance Reform--Effects in the First Year of Full Implementation.

23p. 1mf. L1 ED 458 676

Financial Aid Applicants

Funding Your Education: 2002/2003.

21p. 1mf. L1 ED 458 859

Financial Audits

SABIS International Charter School: Management Issues and Recommendations.

56p. 1mf. L1 ED 458 681

Financial Support

Innovations: The Comprehensive Toddler Curriculum. A Self-Directed Teacher's Guide.
133p. 2mf. L2 ED 458 982

Seeding Literacy: Adult Educators Research Their Practice.
111p. 2mf. L1 ED 458 375

Indexes

Resources in Education (RIE). Volume 37, Number 4.
0p. 0mf. L2 ED 458 353

Indigenous Personnel

Acting Globally by Thinking Locally--A Postcolonial Partnership.
16p. 1mf. L1 ED 459 028

Early Childhood Education as a Contact Zone--Emergent Indigenous Leadership in Australia and Canada.
6p. 1mf. L1 ED 459 026

Successful Early Childhood Indigenous Leadership.
8p. 1mf. L1 ED 459 027

Indigenous Populations

Adult Education and Indigenous Peoples in Brazil. International Survey on Adult Education for Indigenous Peoples. Country Study: Brazil.
47p. 1mf. L1 ED 458 365

Adult Education and Indigenous Peoples in Norway. International Survey on Adult Education for Indigenous Peoples. Country Study: Norway.
103p. 2mf. L1 ED 458 367

Adult Education and Indigenous Peoples in Russia. International Survey on Adult Education for Indigenous Peoples. Country Study: Russia.
77p. 1mf. L1 ED 458 369

Adult Education and Indigenous Peoples in the Philippines. International Survey on Adult Education for Indigenous Peoples. Country Study: The Philippines.
46p. 1mf. L1 ED 458 368

Saskatchewan Urban Training Needs Assessment Report, 2000.
105p. 2mf. L1 ED 458 918

A Whole Community Approach to Otitis Media--Reducing Its Incidence and Effects. Report.
62p. 1mf. L1 ED 459 024

Individual Development

Achieving Life Balance: Myths, Realities, and Developmental Perspectives. Information Series.
46p. 1mf. L1 ED 458 420

Improving the Odds for the Healthy Development of Young Children in Foster Care. Promoting the Emotional Well-Being of Children and Families, Policy Paper.
33p. 1mf. L2 ED 459 006

Necessary but Not Sufficient: The Respective Roles of Single and Multiple Influences on Individual Development.
439p. 0mf. L3 ED 458 964

Targeting Early Childhood Care and Education: Myths and Realities. Occasional Paper.
153p. 2mf. L1 ED 459 002

What It Takes To Be a Teacher: The Role of Personal and Professional Development.
192p. 0mf. L3 ED 459 156

Young Children's Personal, Social and Emotional Development.
192p. 0mf. L3 ED 458 949

Individual Differences

Necessary but Not Sufficient: The Respective Roles of Single and

Innovative Practices in Vocational Education and Training Standards in the Mashreq Region. Conference Report (Cairo, Egypt, April 7-9, 2001) .
44p. 1mf. L1 ED 458 433

Needs Assessment of the Healthcare Sector in the Washington, D.C., Metropolitan Area. Research Report. Business Needs Assessment Study.
60p. 1mf. L1 ED 458 912

Labor Supply

Working Time in Comparative Perspective. Volume I: Patterns, Trends, and the Policy Implications for Earnings Inequality and Unemployment.
424p. 5mf. L2 ED 458 438

Land Grant Universities

Assessing Research Capacity in Agricultural Education: A Case Study of NCA-24 Institutions.
14p. 1mf. L1 ED 458 862

Assessing Research Capacity in Agricultural Education: A Summary of Twelve Land Grant Program Administrators.
14p. 1mf. L1 ED 458 861

Language Acquisition

En sus marcas--Listos--A leer! Para las familias: Actividades de lenguaje para la primera infancia y ninez entre el nacimiento y los 5 anos. El reto: A leer, America! (Ready--Set--Read! For Families: Early Childhood Language Activities for Children from Birth through Age Five. America Reads Challenge).
105p. 2mf. L1 ED 458 574

En sus marcas--Listos--A leer! Para los cuidadores de ninos pequenos: Actividades de lenguaje para la primera infancia y ninez entre el nacimiento y los 5 anos. El reto: A leer, America! (Ready--Set--Read! For Caregivers: Early Childhood Language Activities for Children from Birth through Age Five. America Reads Challenge).
109p. 2mf. L1 ED 458 573

Language Acquisition and Learnability.
255p. 0mf. L3 ED 458 808

Language Aptitude

Language Experience and the Representation of Phonology in an Unknown Language.
18p. 1mf. L1 ED 458 823

Language Arts

For a Better World: Reading and Writing for Social Action.
208p. 0mf. L3 ED 458 561

Heroes and Terrorists: ELA for the 21st Century.
19p. 1mf. L1 ED 458 593

Making Learning Happen: Strategies for an Interactive Classroom.
112p. 0mf. L3 ED 458 588

Reading and Writing Connections in the Language Arts.
9p. 1mf. L1 ED 458 623

Standards of Learning Covered by Study of "Mutsmag" and "Ashpet" Dramatizations.
9p. 1mf. L1 ED 458 661

Systems for Change in Literacy Education: A Guide to Professional Development.
262p. 0mf. L3 ED 458 576

Working Together: Reading and Writing in Inclusive Classrooms.
181p. 2mf. L1 ED 458 599

Language Attitudes

Can You Beat the SC Tuition Prepayment Program?
13p. 1mf. L1 ED 459 079

Mathematics Curriculum

Investigations as a Central Focus for a Mathematics Curriculum.
9p. 1mf. L1 ED 459 082

Mathematics Education

The Effects of Blue Ink Print on Students' Memory Retention of Math Terms and Definitions.
17p. 1mf. L1 ED 459 086

Mathematical Modeling with a "CAS" in an Introductory Course of Differential Equations.
13p. 1mf. L1 ED 459 085

Web-Based Teacher Education: Improving Communication and Professional Knowledge in Preservice and Inservice Teacher Training.
24p. 1mf. L1 ED 459 161

Mathematics Instruction

Basic Skills and Technology--Not a Contradiction, but a Completion.
11p. 1mf. L1 ED 459 059

Can You Beat the SC Tuition Prepayment Program?
13p. 1mf. L1 ED 459 079

Measurement, Ratios, and Graphing: Safety First. A Lesson Guide with Activities in Mathematics, Science, and Technology. NASA CONNECT.
36p. 1mf. L1 ED 459 064

Measuring Up: A Standards and Assessment Benchmarking Report for Massachusetts.
55p. 1mf. L1 ED 459 192

The Necessary Fundamental Algebraic Competence in the Age of Computer Algebra Systems.
37p. 1mf. L1 ED 459 060

Summing Up: Australian Numeracy Performances, Practices, Programs and Possibilities.
42p. 1mf. L2 ED 459 058

What Beliefs and Intentions Concerning Science and Mathematics and the Teaching of Those Subjects Do Reform-Prepared Specialist Elementary/Middle Level Teachers Bring to the Workplace?
22p. 1mf. L1 ED 459 070

Measurement

Quicker, Better, Cheaper? Managing Performance in American Government.
635p. 7mf. L2 ED 458 414

Measurement Techniques

Calibrating a Measure of Motivation in Using Technology.
17p. 1mf. L1 ED 458 874

Measures (Individuals)

Calibrating a Measure of Motivation in Using Technology.
17p. 1mf. L1 ED 458 874

The History and Development of the Campbell Interest and Skill Survey (CISS).
24p. 1mf. L2 ED 458 464

Measuring Counselor Competence with Lesbian/Gay/Bisexual Clients: Implications for Multicultural Training.
15p. 1mf. L1 ED 458 454

Memory

Strategies and Procedures for Designing Proactive Interventions with a Culturally Diverse Population of Students with Emotional or Behavioral Disorders and Their Families/Caregivers. Fourth CCBD Mini-Library Series: Addressing the Diverse Needs of Children and Youth with Emotional/Behavioral Disorders--Programs That Work.

35p. 1mf. L2 ED 458 777

Supporting Young Learners 3: Ideas for Child Care Providers and Teachers.

397p. 5mf. L2 ED 458 992

Parent Role

Early Childhood Matters: The Bulletin of the Bernard van Leer Foundation, 2001.

330p. 4mf. L1 ED 458 971

LEP Parent Involvement Project: A Guide for Connecting Immigrant Parents and Schools.

183p. 2mf. L1 ED 458 831

You Can Help Your Children in School. Videotape .

0p. 0mf. L3 ED 458 832

You Can Talk to Your Child's School. Videotape .

0p. 0mf. L3 ED 458 833

Parent School Relationship

LEP Parent Involvement Project: A Guide for Connecting Immigrant Parents and Schools.

183p. 2mf. L1 ED 458 831

Reasons for and Solutions to Lack of Parent Involvement of Parents of Second Language Learners.

17p. 1mf. L1 ED 458 956

Parent Student Relationship

Reading and Writing Difficulties--A Problem? EMIR Education and Research.

84p. 1mf. L1 ED 458 542

Parenting Skills

Parenting Practices and Children's Participation in Planning.

9p. 1mf. L1 ED 458 996

Parents

Adventures in Parenting: How Responding, Preventing, Monitoring, Mentoring, and Modeling Can Help You Be a Successful Parent.

68p. 1mf. L1 ED 459 011

Reasons for and Solutions to Lack of Parent Involvement of Parents of Second Language Learners.

17p. 1mf. L1 ED 458 956

Parents as Teachers

Discipline for Life: Getting It Right with Children.

282p. 3mf. L2 ED 458 959

Parochial Schools

More Parental Choice in Europe? Overview of Effectiveness Differences between Religious Schools and Public Schools in Several European Societies.

22p. 1mf. L1 ED 458 709

Part Time Faculty

Competing Goals, Competing Discourses: ESL Composition at the Community College.

220p. 3mf. L1 ED 458 897

Part-Time Faculty.

10p. 1mf. L1 ED 458 848

330p. 0mf. L3 ED 458 577

Program Administration

Understanding Your Media Outlet: An Administrative Guide to the School Radio Station.
20p. 1mf. L1 ED 458 644

Program Attitudes

Sustaining Speaking across the Curriculum Programs.
13p. 1mf. L1 ED 458 666

Program Descriptions

Early Childhood Settings in 15 Countries: What Are Their Structural Characteristics? The IEA Preprimary Project, Phase 2.
408p. 5mf. L2 ED 459 001

Towards a Leadership Practice Field: An Antidote to an Ailing Internship Experience.
16p. 1mf. L1 ED 458 698

Updated Catalog of School Reform Models. Program Report.
263p. 3mf. L1 ED 458 703

Program Design

Peer Coaching Training Manual: Lecture and Slides.
87p. 1mf. L1 ED 458 771

SPED 590 Peer Coaching Seminar: An Online Course about Peer Coaching.
81p. 1mf. L1 ED 458 772

Program Development

Adult Education at Work: A Collaborative Resource Addressing the Changing World of Work and Learning.
155p. 2mf. L1 ED 458 356

Dual Language Education. Bilingual Education and Bilingualism.
377p. 0mf. L3 ED 458 820

Entrepreneurial Training for the Growth of Small and Medium-Sized Enterprises: Lessons from Central and Eastern Europe. Report.
159p. 2mf. L1 ED 458 432

Intergenerational Programmes: Public Policy and Research Implications--An International Perspective.
73p. 1mf. L1 ED 458 364

Models for Strategic Program Development. Proceedings of the Annual Meeting of the Council for Programs in Technical and Scientific Communication (27th, Menomonie, Wisconsin, October 19-21, 2000).
136p. 2mf. L1 ED 458 651

Promoting Employment in Public Housing Communities: Learning from the Jobs-Plus Demonstration. Policy Brief.
8p. 1mf. L1 ED 458 390

Sustaining Speaking across the Curriculum Programs.
13p. 1mf. L1 ED 458 666

Program Effectiveness

Assessing the Rationales for Educational Reforms: A Test of the Professional Development, Comprehensive Reform, and Direct Instruction Hypotheses. Policy Research Report.
40p. 1mf. L1 ED 458 641

Family Literacy Programs: The Whole Is More Than the Sum of Its Parts.
17p. 1mf. L1 ED 458 584

Gearing Up: An Interim Report on the Sectoral Employment Initiative.
36p. 1mf. L1 ED 458 396

Research on Full-Service Schools and Students with Disabilities.

Building Reading Proficiency at the Secondary Level: A Guide to Resources. Introduction.
150p. 2mf. L1 ED 458 562

Put Reading First: The Research Building Blocks for Teaching Children To Read. Kindergarten through Grade 3.
62p. 1mf. L1 ED 458 536

Reading: Phonemic Awareness, Vocabulary Acquisition, Teaching and Intervention.
26p. 1mf. L1 ED 458 565

Reading Skills

Building Reading Proficiency at the Secondary Level: A Guide to Resources. Introduction.
150p. 2mf. L1 ED 458 562

Effect of Repeated Reading and Self-Directed Behavior on Reading Skills and Generalization of the Reading Skills of Third-Grade Hill Tribe Students.
19p. 1mf. L1 ED 458 531

Improving Early Literacy Skills To Reduce Special Education Referrals. Issue Brief.
7p. 1mf. L2 ED 458 571

A Path to Literacy: Empowering Students in Your Classroom.
14p. 1mf. L1 ED 458 540

Put Reading First: Helping Your Child Learn To Read. A Parent Guide. Preschool through Grade 3.
9p. 1mf. L1 ED 458 535

Put Reading First: The Research Building Blocks for Teaching Children To Read. Kindergarten through Grade 3.
62p. 1mf. L1 ED 458 536

Reading across the Region. Topics in Early Reading Coherence.
9p. 1mf. L1 ED 458 553

Reading and the Three Cueing Systems. Topics in Early Reading Coherence.
5p. 1mf. L1 ED 458 554

Reading Lives: Working-Class Children and Literacy Learning. Language and Literacy Series.
180p. 0mf. L3 ED 459 284

Reading: Phonemic Awareness, Vocabulary Acquisition, Teaching and Intervention.
26p. 1mf. L1 ED 458 565

What's So Irregular about Exception Words? Topics in Early Reading Coherence.
5p. 1mf. L1 ED 458 558

Reading Strategies

Early Identification and Intervention for Young Children with Reading/Learning Disabilities. Executive Summary.
11p. 1mf. L1 ED 458 757

Effect of Repeated Reading and Self-Directed Behavior on Reading Skills and Generalization of the Reading Skills of Third-Grade Hill Tribe Students.
19p. 1mf. L1 ED 458 531

Guided Reading: A How-To for All Grades. K-12.
179p. 2mf. L2 ED 458 524

Supporting Struggling Readers and Writers: Strategies for Classroom Intervention 3-6.
264p. 0mf. L3 ED 458 548

Teaching with Cats: Integration of Children's Interests and Literature To Enhance Reading Comprehension.
12p. 1mf. L1 ED 458 530

Vocabulary Development in the Reading Curriculum.
8p. 1mf. L1 ED 458 547

Reading Teachers

22p. 1mf. L1 ED 459 071

Drama and Primary Science.

13p. 1mf. L1 ED 458 643

I Want To Know...? Learning about Science.

25p. 1mf. L2 ED 458 983

What Beliefs and Intentions Concerning Science and Mathematics and the Teaching of Those Subjects Do Reform-Prepared Specialist Elementary/Middle Level Teachers Bring to the Workplace?

22p. 1mf. L1 ED 459 070

Scientific and Technical Information

Problems of Simultaneous Interpreting of Scientific Discussion.

13p. 1mf. L1 ED 458 798

Scientific Methodology

Linking Writing to the Process of Scientific Inquiry: Strategies from Writing Teachers in the Disciplines.

13p. 1mf. L1 ED 458 655

The NASA "Why?" Files: The Case of the Barking Dogs. Program 2 in the 2000-2001 Series.

58p. 1mf. L1 ED 459 066

The NASA "Why?" Files: The Case of the Challenging Flight. Program 4 in the 2000-2001 Series.

69p. 1mf. L1 ED 459 068

The NASA "Why?" Files: The Case of the Electrical Mystery. Program 3 in the 2000-2001 Series.

60p. 1mf. L1 ED 459 067

The NASA "Why?" Files: The Case of the Unknown Stink. Program 1 in the 2000-2001 Series.

33p. 1mf. L1 ED 459 065

Scientists

From Scarcity to Visibility: Gender Differences in the Careers of Doctoral Scientists and Engineers.

334p. 4mf. L2 ED 458 851

Scores

Guide to Interpreting the 1999 MCAS Reports for Schools and Districts. Massachusetts Comprehensive Assessment System.

59p. 1mf. L1 ED 459 185

Improving School Accountability Measures. NBER Working Paper Series.

58p. 1mf. L1 ED 459 189

Scoring

MCAS Technical Report, 1999. Massachusetts Comprehensive Assessment System.

112p. 2mf. L1 ED 459 184

Understanding the 1999 MCAS Student Report for Parents/Guardians. The Massachusetts Comprehensive Assessment System.

11p. 1mf. L1 ED 459 183

Scoring Rubrics

Using Rubrics. Teacher to Teacher.

5p. 1mf. L1 ED 458 392

Screen Design (Computers)

Publishing Accessible Materials on the Web and CD-ROM.

10p. 1mf. L1 ED 458 734

Search Strategies

99 Jumpstarts to Research: Topic Guides for Finding Information on Current Issues.

Colleges and Universities. Volumes 1 and 2.
497p. 6mf. L1 ED 458 852

Statewide Planning

Educating California's Future Nursing Work Force. Report of the Chancellor of the California Community Colleges, the Chancellor of the California State University, the President of the University of California, and the President of the Association of Independent Colleges and Universities to the Governor and Legislature.
28p. 1mf. L1 ED 458 360

South Dakota's Libraries--Building Toward 2002: A Statewide Plan for the Development of Library and Information Services, 1998-2002.
17p. 1mf. L1 ED 458 889

Statistical Significance

Testing Non-Nil Null Hypotheses with t Tests of Group Means: A Monte Carlo Study.
29p. 1mf. L1 ED 459 202

Stereotypes

On Infusing Disability Studies into the General Curriculum. On Point...Brief Discussions of Critical Issues in Urban Education.
16p. 1mf. L1 ED 458 737

Storage

Library Off-Site Shelving: Guide for High-Density Facilities.
241p. 0mf. L3 ED 458 877

Story Grammar

Storytelling, Technology and Children's Literacy Development.
17p. 1mf. L1 ED 458 600

Story Telling

"Creating Pictures in My Mind": A Qualitative Study of Children's Responses to Storytelling in the Classroom.
9p. 1mf. L2 ED 458 586

Storytelling, Technology and Children's Literacy Development.
17p. 1mf. L1 ED 458 600

Strategic Planning

A District Level Planning Model.
24p. 1mf. L1 ED 458 697

District of Columbia Early Care and Education Strategic Plan.
63p. 1mf. L1 ED 458 987

Five Shoes Waiting To Drop on Arizona's Future. Arizona Policy Choices.
53p. 1mf. L1 ED 458 699

Marketing ACE in Victoria.
60p. 1mf. L1 ED 458 373

Mission College Institutional Self-Study in Support of Reaffirmation of Accreditation.
244p. 3mf. L1 ED 458 913

Models for Strategic Program Development. Proceedings of the Annual Meeting of the Council for Programs in Technical and Scientific Communication (27th, Menomonie, Wisconsin, October 19-21, 2000).
136p. 2mf. L1 ED 458 651

Strategic Plan for Standards-Based Reform. Report of Progress.
52p. 1mf. L1 ED 458 682

Stress Variables

Family Functioning: Understanding Families and Helping Them

74p. 1mf. L1 ED 459 042
Project Approach: Taking a Closer Look. What Is Worth Knowing More about Where You Live? CD-ROM .

0p. 0mf. L3 ED 458 952
Putting Theory into Practice: Reflective Teaching and Implications for Use.

10p. 1mf. L2 ED 459 148
"Reading for Information": How Student Teachers React to an Interactive Teaching Approach.

8p. 1mf. L1 ED 458 543
Readings about Children and Youth with Learning Disabilities. ERIC Mini-Bib.

4p. 1mf. L1 ED 458 754
SCANS-Related, Project-Based Instruction and Learning in Adult Education: A Professional Development Packet.

117p. 2mf. L1 ED 458 416
Sensational Sea Life: A Teacher-Friendly Thematic Unit with CD-ROM . R.E.A.D. A.N.D. F.E.E.D. Series.

126p. 0mf. L3 ED 458 770
Teaching Public Speaking: Insights from the Eastern World.

10p. 1mf. L1 ED 458 650
A Test of the Instructional Strategy of Using Advance Organizers.

16p. 1mf. L1 ED 459 206
Transition Education and Services for Adolescents with Disabilities. Third Edition.

422p. 0mf. L3 ED 458 389
Ways forward with ICT: Effective Pedagogy Using Information and Communications Technology for Literacy and Numeracy in Primary Schools.

Teaching Models

129p. 2mf. L1 ED 458 652
Guided Comprehension: A Teaching Model for Grades 3-8.

Teaching Skills

310p. 4mf. L1 ED 458 563
The Community Teacher: A New Framework for Effective Urban Teaching.

197p. 0mf. L3 ED 459 283
Toward a Comprehensive Approach to Teacher Quality. Policy Brief.

Teamwork

13p. 1mf. L1 ED 459 172
The Paraprofessional's Guide to the Inclusive Classroom: Working as a Team. Second Edition.

160p. 0mf. L3 ED 459 165
Report of the Regional Literacy Network Annual Meeting (1st, Chicago, Illinois, April 24, 2001).

43p. 1mf. L1 ED 458 567
Teaching in Common: Challenges to Joint Work in Classrooms and Schools. The Series on School Reform.

Technical Education

185p. 0mf. L3 ED 458 626
Writing Achievement in Technical Education.

Technical Writing

8p. 1mf. L1 ED 458 587
Models for Strategic Program Development. Proceedings of the Annual Meeting of the Council for Programs in Technical and Scientific Communication (27th, Menomonie, Wisconsin, October 19-21, 2000).

136p. 2mf. L1 ED 458 651
Nobody's Business? Professional Writing and the Politics of

The State of Washington's Children, Fall 2001. Ninth Annual Report .
70p. 1mf. L2 ED 458 965

Targeting Early Childhood Care and Education: Myths and Realities. Occasional Paper.
153p. 2mf. L1 ED 459 002

Washington Kids Count County and City Profiles of Child and Family Well-Being: 2001 Statewide Summaries.
172p. 2mf. L2 ED 459 003

West Virginia KIDS COUNT Data Book: 2000 County Profiles of Child Well-Being.
193p. 2mf. L1 ED 458 960

Wilmington Kids Count Fact Book, 2001.
88p. 1mf. L1 ED 458 991

White Students

Perceived Counselor Acculturation Levels: Their Pertinence to Caucasian Client Expectations.
33p. 1mf. L1 ED 458 477

Whole Language Approach

What Does a "Balanced Literacy Approach" Mean? Topics in Early Reading Coherence.
7p. 1mf. L1 ED 458 555

Women Administrators

Women Chief Academic Officers of Public Community Colleges: Career Paths and Mobility Factors.
138p. 2mf. L1 ED 458 923

Women Faculty

Appalachian Women Teaching the Future.
11p. 1mf. L1 ED 459 175

Womens Education

Access Diminished: A Report on Women's Training and Employment Services in Ontario.
35p. 1mf. L1 ED 458 394

Providing Career Counseling to Lesbian Women.
17p. 1mf. L1 ED 458 442

Word Recognition

Mentoring and the Reading Curriculum.
9p. 1mf. L1 ED 458 520

Reading Current Events Items.
8p. 1mf. L1 ED 458 551

Work Attitudes

An Environmental Assessment of Community College Faculty Satisfaction.
128p. 2mf. L1 ED 458 921

Promoting Employment in Public Housing Communities: Learning from the Jobs-Plus Demonstration. Policy Brief.
8p. 1mf. L1 ED 458 390

Work Environment

Foundations, Adult Dynamics, Teacher Education and Play. Advances in Early Education and Day Care.
240p. 0mf. L3 ED 458 973

Work Experience Programs

Access and Inclusion for Children with Autistic Spectrum Disorders: "Let Me In."
247p. 0mf. L3 ED 458 763

309p. 4mf. L1 ED 458 924

Factors Affecting Minority Students' Persistence in Community Colleges.

146p. 2mf. L2 ED 458 917

Predictors of Student Commitment at Two-Year and Four-Year Institutions.

19p. 1mf. L1 ED 458 854

A Quantitative Longitudinal Analysis of North Harris Montgomery Community College District's Developmental Studies Program as a Model for Developmental Studies Program Evaluation.

122p. 2mf. L1 ED 458 906

Academic Standards

Access to the General Education Curriculum for Students with Disabilities. ERIC Digest.

4p. 1mf. L1 ED 458 735

American Indian/Alaska Native Education and Standards-Based Reform. ERIC Digest.

4p. 1mf. L1 ED 459 039

Colorado Model Content Standards for Theatre: Suggested Grade Level Expectations.

22p. 1mf. L1 ED 458 639

Colorado Model Content Standards for Theatre: Voluntary Theatre Standards.

19p. 1mf. L1 ED 458 640

Heroes and Terrorists: ELA for the 21st Century.

19p. 1mf. L1 ED 458 593

Leadership for Student Learning: Urban School Leadership--Different in Kind and Degree.

19p. 1mf. L2 ED 459 300

Models for Reporting the Results of Alternate Assessments within State Accountability Systems. Synthesis Report.

22p. 1mf. L1 ED 458 741

National Education Summit, 2001 Briefing Book.

63p. 1mf. L1 ED 459 293

NOVA R Fall 2001 Teacher's Guide.

55p. 1mf. L1 ED 459 073

Performance Assessment System for Students with Disabilities: Introductory. Revised.

99p. 2mf. L1 ED 458 742

School Accountability and Teacher Training. Briefing.

11p. 1mf. L1 ED 459 159

State and District Assessments as an Avenue to Equity and Excellence for English Language Learners with Disabilities. LEP Projects Report.

30p. 1mf. L1 ED 458 739

Teacher Attitudes toward Professional Organization-Developed, State Board-Approved Standards for Agricultural Education.

19p. 1mf. L1 ED 459 074

Transforming Urban Public Schools: The Role of Standards and Accountability.

55p. 1mf. L1 ED 459 290

Academically Gifted

Imagine...Opportunities and Resources for Academically Talented Youth.

183p. 2mf. L2 ED 458 751

Increasing Opportunity To Learn via Access to Rigorous Courses and Programs: One Strategy for Closing the Achievement Gap for At-Risk and Ethnic Minority Students.

75p. 1mf. L1 ED 459 303

Acceleration (Education)

The Five Week Class of the University of Phoenix Corporate Model

of Augmentative and Alternative Communication Interventions.
154p. 2mf. L1 ED 458 727

Authors

The Best in Children's Nonfiction: Reading, Writing, & Teaching Orbis Pictus Award Books.
175p. 2mf. L1 ED 458 591

Originality and Creativity.
9p. 1mf. L1 ED 458 582

Picture Books: Who Are They For?
10p. 1mf. L1 ED 458 581

When Writers Read. Second Edition.
182p. 0mf. L3 ED 458 578

Autism

Access and Inclusion for Children with Autistic Spectrum Disorders: "Let Me In."
247p. 0mf. L3 ED 458 763

Autism Program Quality Indicators: A Self-Review and Quality Improvement Guide for Schools and Programs Serving Students with Autism Spectrum Disorders.
16p. 1mf. L1 ED 458 767

Educational Applications of Vision Therapy: A Pilot Study on Children with Autism.
21p. 1mf. L1 ED 458 766

Autobiographies

The Use of Autobiography in Psychotherapy.
6p. 1mf. L1 ED 458 455

Basic Skills

The Necessary Fundamental Algebraic Competence in the Age of Computer Algebra Systems.
37p. 1mf. L1 ED 459 060

A Quantitative Longitudinal Analysis of North Harris Montgomery Community College District's Developmental Studies Program as a Model for Developmental Studies Program Evaluation.
122p. 2mf. L1 ED 458 906

Battered Women

Vulnerability to Post-Traumatic Stress Disorder among Battered Women in Israel.
8p. 1mf. L1 ED 458 481

Beginning Reading

Early Literacy Instruction in Kindergarten.
110p. 2mf. L1 ED 458 590

Literary Pathways: Selecting Books To Support New Readers.
217p. 0mf. L3 ED 458 549

Phonics Exposed: Understanding and Resisting Systematic Direct Intense Phonics Instruction.
18p. 1mf. L1 ED 458 564

Phonics Rules. Topics in Early Reading Coherence.
6p. 1mf. L1 ED 458 560

Reading by Sight. Topics in Early Reading Coherence.
5p. 1mf. L1 ED 458 559

A Solid Foundation: Supportive Contexts for Early Literacy Programs in Maine Schools.
90p. 1mf. L1 ED 458 537

What Does a "Balanced Literacy Approach" Mean? Topics in Early Reading Coherence.
7p. 1mf. L1 ED 458 555

Beginning Teacher Induction

Adventures in Parenting: How Responding, Preventing, Monitoring, Mentoring, and Modeling Can Help You Be a Successful Parent.
68p. 1mf. L1 ED 459 011

Children's Rights: A Quote from Toyohiko Kagawa.
8p. 1mf. L1 ED 458 937

Discipline for Life: Getting It Right with Children.
282p. 3mf. L2 ED 458 959

Parent-Child Communication and Its Perceived Effects on the Young Child's Developing Self-Concept.
27p. 1mf. L1 ED 458 631

Readings about Children and Youth with Learning Disabilities. ERIC Mini-Bib.
4p. 1mf. L1 ED 458 754

Child Safety

Poisoned Playgrounds: Arsenic in "Pressure-Treated" Wood.
21p. 1mf. L1 ED 458 787

Child Welfare

After Welfare Reform and an Economic Boom: Why Is Child Poverty Still So Much Higher in the U.S. Than in Europe?
24p. 1mf. L1 ED 459 296

A Century for Children...It Starts with Us. Save the Children 2000 Annual Report.
55p. 1mf. L1 ED 458 963

Children in the States, 2001.
131p. 2mf. L2 ED 458 993

Improving the Odds for the Healthy Development of Young Children in Foster Care. Promoting the Emotional Well-Being of Children and Families, Policy Paper.
33p. 1mf. L2 ED 459 006

Meeting the Need. Save the Children 1999 Annual Report.
45p. 1mf. L1 ED 458 962

Red Flags: Research Raises Concerns about the Impact of "Welfare Reform" on Child Maltreatment.
42p. 1mf. L1 ED 459 282

Rights of the Child.
99p. 2mf. L1 ED 459 272

Running To Keep in Place: The Continuing Evolution of Our Nation's Child Welfare System. Occasional Paper. Assessing the New Federalism: An Urban Institute Program To Assess Changing Social Policies.
33p. 1mf. L1 ED 459 281

A Social Justice Framework for Child Welfare: The Agenda for a New Century. A Summary of Proceedings of the Conference (St. Paul, Minnesota, June 23, 2000).
52p. 1mf. L1 ED 459 286

State of Impunity: Human Rights Abuse of Roma in Romania. Country Reports Series.
156p. 2mf. L1 ED 459 305

Childhood Attitudes

Every Child: The Magazine of the Australian Early Childhood Association, Inc., 2000.
146p. 2mf. L2 ED 458 986

"Good Guys Don't Wear Hats": Children's Talk about the Media.
176p. 0mf. L3 ED 458 947

Childhood Interests

Teaching with Cats: Integration of Children's Interests and Literature To Enhance Reading Comprehension.
12p. 1mf. L1 ED 458 530

Childhood Needs

Experiences from a Cross-University Computer-Mediated Communication Class.

23p. 1mf. L1 ED 458 660

Interaction: The Key to Successful Distance Learning.

9p. 1mf. L1 ED 458 870

Live from the Writing Center: Technological Demands and Multiliterate Practice in a Virtual Writing Center.

118p. 2mf. L1 ED 458 597

Virtual Reference Services--Down-Under: A Cautionary Tale.

15p. 1mf. L1 ED 458 868

Computer Printers

Graphic Communications. FasTrak Specialization Integrated Technical and Academic Competency (ITAC). Revised.

12p. 1mf. L1 ED 458 380

Computer Uses in Education

Computer and Information Technologies: Resources for the Postsecondary Education of Students with Disabilities. Final Report to the Office of Learning Technologies.

149p. 2mf. L1 ED 458 733

Computer Mediated Linguistic Interaction as a Tool for the Social Construction of Knowledge.

8p. 1mf. L1 ED 458 670

Development of a Computer-Based College Algebra Course.

14p. 1mf. L1 ED 459 078

Integrating Technology in Program Development for Children and Youth with Emotional or Behavioral Disorders. Fourth CCBD Mini-Library Series: Addressing the Diverse Needs of Children and Youth with Emotional/Behavioral Disorders--Programs That Work.

74p. 1mf. L2 ED 458 776

Mathematical Modeling with a "CAS" in an Introductory Course of Differential Equations.

13p. 1mf. L1 ED 459 085

The Necessary Fundamental Algebraic Competence in the Age of Computer Algebra Systems.

37p. 1mf. L1 ED 459 060

Using Technology as a Tool in Abstract Algebra and Calculus: The MTSU Experience.

6p. 1mf. L1 ED 459 081

Web-Based Teacher Education: Improving Communication and Professional Knowledge in Preservice and Inservice Teacher Training.

24p. 1mf. L1 ED 459 161

Computers

Yoga Asanas for the Relief and Prevention of Carpal Tunnel Syndrome.

8p. 1mf. L1 ED 459 162

Concept Formation

Conceptual Change Text: A Supplementary Material To Facilitate Conceptual Change in Electrochemical Cell Concepts.

23p. 1mf. L2 ED 459 076

Effectiveness of Conceptual Change Text Oriented Instruction on Students' Understanding of Cellular Respiration Concepts.

49p. 1mf. L2 ED 459 077

Conferences

Rural Roots: News, Information, and Commentary from the Rural School and Community Trust, 2000-2001.

78p. 1mf. L1 ED 459 036

Conflict Resolution

Assessment Study.
60p. 1mf. L1 ED 458 912

Democracy

Money and Politics: Who Owns Democracy? NIF Report on the Issues, 2001.
31p. 1mf. L1 ED 459 123

Politicization and Democratization of Adult Education. Models for Adult and Lifelong Learning.
122p. 2mf. L1 ED 458 412

Re-Discovering the American Public Forum: The Role of Academic Debate.
13p. 1mf. L1 ED 458 667

Demography

Characteristics of Teacher Educators in Career and Technical Education.
81p. 1mf. L1 ED 458 407

Dental Assistants

Dental Assistant. FasTrak Specialization Integrated Technical and Academic Competency (ITAC). Revised.
13p. 1mf. L1 ED 458 376

Departments

The Majors Fair: Helping College Students Decide on Majors.
12p. 1mf. L1 ED 458 486

Depression (Psychology)

Coping with Unexpected Events: Depression and Trauma.
17p. 1mf. L1 ED 458 452

Poverty and Depression among Men: The Social Class Worldview Model and Counseling Implications.
13p. 1mf. L1 ED 458 473

Design Requirements

Minimum School Space Requirements.
11p. 1mf. L1 ED 458 790

Developed Nations

Early Childhood Matters: The Bulletin of the Bernard van Leer Foundation, 2001.
330p. 4mf. L1 ED 458 971

Developing Nations

Community College Model Characteristics.
14p. 1mf. L1 ED 458 893

Dilemmas in Foreign Aid: Debating U.S. Priorities, Policies, and Practices. Teacher's Resource Book and Student Text . Public Policy Debate in the Classroom. Choices for the 21st Century Education Program.
87p. 1mf. L2 ED 459 138

Early Childhood Matters: The Bulletin of the Bernard van Leer Foundation, 2001.
330p. 4mf. L1 ED 458 971

A Framework for Defining and Assessing Occupational and Training Standards in Developing Countries. Information Series.
67p. 1mf. L1 ED 458 419

Multi-Grade Teaching: A Review of Research and Practice. Education Research.
74p. 1mf. L1 ED 459 042

Teacher Job Satisfaction in Developing Countries. Educational Research Supplemental Series (G).
21p. 1mf. L1 ED 459 150

Interstate Variations in Rural Student Achievement and Schooling
Conditions. ERIC Digest.
4p. 1mf. L1 ED 459 037

Key Elements of Quality Schools: A Survey of Teachers, Students
and Principals. The MetLife Survey of the American Teacher, 2001.
198p. 3mf. L1 ED 459 152

Lifelong Learning in Finland: The Extent to Which Vocational
Education and Training Policy Is Nurturing Lifelong Learning in
Finland. CEDEFOP Panorama Series.
98p. 2mf. L1 ED 458 447

Pathways to Equality: Hearings on Access to Public Education for
Aboriginal People. Discussion Paper.
32p. 1mf. L1 ED 459 022

The Presence of Strategies and Conditions for Integrating
Academic and Career and Technical Education.
7p. 1mf. L1 ED 458 413

Professional Communities and the Work of High School Teaching.
192p. 0mf. L3 ED 459 157

Skills and Cognition: The "Phonics" of Academic Literacy?
18p. 1mf. L1 ED 458 585

Supporting Young Learners 3: Ideas for Child Care Providers and
Teachers.
397p. 5mf. L2 ED 458 992

Sustaining Speaking across the Curriculum Programs.
13p. 1mf. L1 ED 458 666

They Are Our Kids: Significant Findings from a 1998 Latino
Dropout Study.
18p. 1mf. L1 ED 459 033

Vocational Education and Training in Belgium. Second Edition.
145p. 2mf. L1 ED 458 448

Zero Indifference: A How-To Guide for Ending Name-Calling in
Schools.
16p. 1mf. L1 ED 459 297

Educational Equity (Finance)

Milestones in Rural Education, 1950-2000. A SERVE Special Report.
10p. 1mf. L1 ED 459 057

Rural Policy Matters: A Newsletter of Rural School & Community
Action, 2001.
46p. 1mf. L1 ED 459 043

Vermont's Act 60: Comprehensive School Finance Reform--Effects
in the First Year of Full Implementation.
23p. 1mf. L1 ED 458 676

Educational Experience

Gifted Children Grown Up.
248p. 0mf. L3 ED 458 764

Guidelines for Evaluating...The First-Year Experience at Four-
Year Colleges. 2nd Edition.
24p. 1mf. L2 ED 458 850

Proving and Improving: Strategies for Assessing the First
College Year. The First-Year Experience Monograph Series.
127p. 2mf. L2 ED 458 855

Yearbook of Correctional Education, 1998-1999.
235p. 3mf. L1 ED 458 354

Educational Facilities Design

Energy Performance of Daylit Schools in North Carolina.
8p. 1mf. L1 ED 458 784

Minimum School Space Requirements.
11p. 1mf. L1 ED 458 790

Title 7: Education. Chapter 6: School Facilities Board Rules.
40p. 1mf. L1 ED 458 789

Educational Facilities Improvement

The State of the Health Care Workforce, 2000.
83p. 1mf. L1 ED 458 404

Employment Experience

Competency-Based Behavioral Interviewing: How To Prepare and Win!
7p. 1mf. L1 ED 458 484

Improving Career Self-Efficacy in Emerging Adults with Limited Life Experiences.
7p. 1mf. L1 ED 458 491

Employment Interviews

Competency-Based Behavioral Interviewing: How To Prepare and Win!
7p. 1mf. L1 ED 458 484

Employment Level

A Holland Perspective on the U.S. Workforce from 1960-1990. Technical Report.
24p. 1mf. L1 ED 458 417

Employment Opportunities

Gearing Up: An Interim Report on the Sectoral Employment Initiative.
36p. 1mf. L1 ED 458 396

Employment Patterns

Career Frontiers: New Conceptions of Working Lives.
290p. 0mf. L3 ED 458 387

Higher Education Staff.
8p. 1mf. L1 ED 458 847

A Holland Perspective on the U.S. Workforce from 1960-1990. Technical Report.
24p. 1mf. L1 ED 458 417

Part-Time Faculty.
10p. 1mf. L1 ED 458 848

Reemployment Bonuses in the Unemployment Insurance System: Evidence from Three Field Experiments.
304p. 4mf. L2 ED 458 385

Special Features of the Finnish Labour Market and Challenges for Education.
18p. 1mf. L1 ED 458 370

The State of the Health Care Workforce, 2000.
83p. 1mf. L1 ED 458 404

Working Time in Comparative Perspective. Volume II: Life-Cycle Working Time and Nonstandard Work.
382p. 4mf. L2 ED 458 439

Employment Practices

Breaking the Myth of Flexible Work: Contingent Work in Toronto. A Study Conducted by the Contingent Workers Project.
78p. 1mf. L1 ED 458 428

The State of the Health Care Workforce, 2000.
83p. 1mf. L1 ED 458 404

Employment Problems

If My Career's on the Fast Track, Where Do I Get a Road Map? Surviving and Thriving in the Real World of Work.
272p. 0mf. L3 ED 458 388

Employment Programs

Choosing Training?
38p. 1mf. L1 ED 458 395

Gearing Up: An Interim Report on the Sectoral Employment Initiative.
36p. 1mf. L1 ED 458 396

Charter Schools.
24p. 1mf. L1 ED 458 715

Financing Child Care in the United States: An Expanded Catalog of Current Strategies. 2001 Edition.
194p. 2mf. L1 ED 458 932

The Financing of Vocational Education and Training in Portugal. Financing Portrait. CEDEFOP Panorama Series.
93p. 1mf. L1 ED 458 449

Foundation for Child Development Annual Report, 2000/2001.
41p. 1mf. L1 ED 458 969

School Construction. Policy Report.
12p. 1mf. L1 ED 458 785

School Vouchers: Publicly Funded Programs in Cleveland and Milwaukee. Report to the Honorable Judd Gregg, U.S. Senate.
56p. 1mf. L1 ED 459 288

Finland

Lifelong Learning in Finland: The Extent to Which Vocational Education and Training Policy Is Nurturing Lifelong Learning in Finland. CEDEFOP Panorama Series.
98p. 2mf. L1 ED 458 447

First Year Seminars

Skills and Cognition: The "Phonics" of Academic Literacy?
18p. 1mf. L1 ED 458 585

Flexible Scheduling

The Five Week Class of the University of Phoenix Corporate Model Can Be Utilized by Community Colleges.
270p. 3mf. L1 ED 458 898

Flexible Working Hours

Breaking the Myth of Flexible Work: Contingent Work in Toronto. A Study Conducted by the Contingent Workers Project.
78p. 1mf. L1 ED 458 428

Working Time in Comparative Perspective. Volume II: Life-Cycle Working Time and Nonstandard Work.
382p. 4mf. L2 ED 458 439

Flight Training

English Education and Communication Studies: Ambiguity in the International Airway.
15p. 1mf. L1 ED 458 629

Focus Groups

Focus Groups with Linguistically Marginalized Populations.
25p. 1mf. L1 ED 458 802

Folk Culture

Our Grandmother of the Shawnee: Messages of a Female Deity.
25p. 1mf. L1 ED 458 615

Psychotherapy in an International Setting: A Malaysian Perspective.
10p. 1mf. L1 ED 458 470

Followup Studies

Lane Community College Student Follow-Up Study, Spring 2001. 1999-2000 Students: One Year Later.
98p. 2mf. L1 ED 458 908

Teacher Followup Survey, 1994-1995: Data File User's Manual, Public-Use Version. Schools and Staffing Survey.
365p. 4mf. L1 ED 459 209

Food

Multiple Influences on Individual Development.
439p. 0mf. L3 ED 458 964

Individualized Education Programs

Autism Program Quality Indicators: A Self-Review and Quality Improvement Guide for Schools and Programs Serving Students with Autism Spectrum Disorders.
16p. 1mf. L1 ED 458 767

Designing Personalized Learning for Every Student.
146p. 2mf. L2 ED 458 718

Discipline in the School. Second Edition.
421p. 0mf. L3 ED 458 750

Extended School Year. Issues in Education. Technical Assistance Bulletin.
6p. 1mf. L1 ED 458 736

Individualized Instruction

Designing Personalized Learning for Every Student.
146p. 2mf. L2 ED 458 718

Industrial Training

Models for Strategic Program Development. Proceedings of the Annual Meeting of the Council for Programs in Technical and Scientific Communication (27th, Menomonie, Wisconsin, October 19-21, 2000).
136p. 2mf. L1 ED 458 651

Industry

Recruiting Middle Management in Industry: What Kinds of Change in France, Germany and the United Kingdom?
6p. 1mf. L1 ED 458 437

Infant Care

Infancy in America: An Encyclopedia. Volumes One and Two. The American Family.
769p. 0mf. L3 ED 459 008

Investing in Better Care for Infants and Toddlers: The Next Frontier for School Readiness.
17p. 1mf. L1 ED 458 977

Infant Mortality

State of the World's Newborns: A Report from Saving Newborn Lives.
59p. 1mf. L1 ED 458 972

Infants

Infancy in America: An Encyclopedia. Volumes One and Two. The American Family.
769p. 0mf. L3 ED 459 008

Innovations: Infant and Toddler Development.
393p. 5mf. L2 ED 458 979

Innovations: The Comprehensive Infant & Toddler Curriculum. Trainer's Guide.
238p. 3mf. L2 ED 458 980

Innovations: The Comprehensive Infant Curriculum. A Self-Directed Teacher's Guide.
132p. 2mf. L2 ED 458 981

Investing in Better Care for Infants and Toddlers: The Next Frontier for School Readiness.
17p. 1mf. L1 ED 458 977

More Infant and Toddler Experiences.
186p. 2mf. L2 ED 458 934

State of the World's Newborns: A Report from Saving Newborn Lives.

Interculturality in an Urban Setting.
13p. 1mf. L1 ED 458 815

The Politics of Language: Conflict, Identity, and Cultural Pluralism in Comparative Perspective.
229p. 0mf. L3 ED 458 805

Language Enrollment

Professionalizing Foreign Language Teaching in a Research Department.
24p. 1mf. L1 ED 458 810

Language Experience Approach

Sensational Sea Life: A Teacher-Friendly Thematic Unit with CD-ROM . R.E.A.D. A.N.D. F.E.E.D. Series.
126p. 0mf. L3 ED 458 770

Language Impairments

Judgments in Identifying and Teaching Children with Language-Based Reading Difficulties. Executive Summary.
10p. 1mf. L1 ED 458 761

Language Maintenance

Endangered Languages and the Media. Proceedings of the Fifth FEL Conference (Agadir, Morocco, September 20-23, 2001).
124p. 2mf. L2 ED 458 819

Language Minorities

Focus Groups with Linguistically Marginalized Populations.
25p. 1mf. L1 ED 458 802

Heritage Languages in America: Preserving a National Resource. Language in Education: Theory and Practice.
332p. 4mf. L1 ED 458 809

Language Planning in Nepal, Taiwan and Sweden. Multilingual Matters.
207p. 0mf. L3 ED 458 804

The Politics of Language: Conflict, Identity, and Cultural Pluralism in Comparative Perspective.
229p. 0mf. L3 ED 458 805

Language Planning

Heritage Languages in America: Preserving a National Resource. Language in Education: Theory and Practice.
332p. 4mf. L1 ED 458 809

Language Planning in Nepal, Taiwan and Sweden. Multilingual Matters.
207p. 0mf. L3 ED 458 804

Language Proficiency

Advanced Studies in EFL Teaching.
31p. 1mf. L1 ED 458 794

Factorial Invariance of the Advanced Placement International English Language Exam (APIEL R) across Chinese and German Samples.
26p. 1mf. L1 ED 459 199

Language Teachers

The Teacher Trainer, 2001.
110p. 2mf. L1 ED 458 814

Language Usage

Dancing with Words: Helping Students Love Language through Authentic Vocabulary Instruction.
151p. 2mf. L1 ED 458 595

The Effects of Blue Ink Print on Students' Memory Retention of Math Terms and Definitions.
17p. 1mf. L1 ED 459 086

Mental Disorders

The Use of Autobiography in Psychotherapy.
6p. 1mf. L1 ED 458 455

Mental Health

Building Services and Systems To Support the Healthy Emotional Development of Young Children: An Action Guide for Policymakers. Promoting the Emotional Well-Being of Children and Families, Policy Paper.
35p. 1mf. L2 ED 459 005

Coping with Unexpected Events: Depression and Trauma.
17p. 1mf. L1 ED 458 452

Date Violence and Rape among Adolescents: Associations with Psychological Health.
13p. 1mf. L1 ED 458 466

What Can Happen to Abused Children When They Grow Up--If No One Notices, Listens or Helps? Some Statistics from the Research.
18p. 1mf. L1 ED 458 451

Mentors

Coaching & Mentoring First-Year and Student Teachers.
151p. 0mf. L3 ED 459 176

Entrepreneurship Education for At-Risk Youth: A Successful Model for University/Business Partnerships.
20p. 1mf. L1 ED 458 357

Mentoring and the Reading Curriculum.
9p. 1mf. L1 ED 458 520

Peer Coaching Training Manual: Lecture and Slides.
87p. 1mf. L1 ED 458 771

Pioneer Mentoring in Teacher Preparation: From the Voices of Women Religious.
195p. 0mf. L3 ED 459 178

SPED 590 Peer Coaching Seminar: An Online Course about Peer Coaching.
81p. 1mf. L1 ED 458 772

Metacognition

Pedagogy for Adult Learners: Methods and Strategies. Models for Adult and Lifelong Learning.
162p. 2mf. L1 ED 458 411

Metadata

Proceedings of the International Conference on Dublin Core and Metadata Applications, 2001 and Presentation Materials (9th, Tokyo, Japan, October 24-26, 2001).
433p. 0mf. L3 ED 458 883

Mexican American Education

High-Performing Schools Serving Mexican American Students: What They Can Teach Us. ERIC Digest.
4p. 1mf. L1 ED 459 048

Mexican Americans and Other Latinos in Postsecondary Education: Institutional Influences. ERIC Digest.
4p. 1mf. L1 ED 459 038

Middle Management

Recruiting Middle Management in Industry: What Kinds of Change in France, Germany and the United Kingdom?
6p. 1mf. L1 ED 458 437

Middle School Students

Participant Satisfaction

Non-Returning Developmental English Students at NVCC, Fall 2000. Research Report.
42p. 1mf. L1 ED 458 909

Participative Decision Making

Pathways to Equality: Hearings on Access to Public Education for Aboriginal People. Discussion Paper.
32p. 1mf. L1 ED 459 022

School Councils in New South Wales: A Report to the New South Wales Department of Education and Training.
19p. 1mf. L1 ED 459 019

Participatory Research

Adult Education & Social Change. Models for Adult and Lifelong Learning.
130p. 2mf. L1 ED 458 410

Partnerships in Education

Collaboration for Educational Change.
14p. 1mf. L1 ED 458 674

Creative and Inclusive Strategies for Lifelong Learning: Report of International Roundtable (Hamburg, Germany, November 27-29, 2000).
123p. 2mf. L1 ED 458 361

Entrepreneurship Education for At-Risk Youth: A Successful Model for University/Business Partnerships.
20p. 1mf. L1 ED 458 357

Improving Children's Reading Ability through Volunteer Reading Tutoring Programs. Issue Brief.
6p. 1mf. L2 ED 458 570

Linking Service-Learning and School-to-Work: Policy, Partnerships and Practice To Help All Students Succeed.
33p. 1mf. L1 ED 458 441

Partnering for Quality under the Workforce Investment Act: A Tool Kit for One-Stop System Building. Module 2: Partnering and Organizational Change. Trainer Manual with Participant Workbook.
149p. 2mf. L1 ED 458 423

Psychologists in Partnership with Criminal Justice in American Public Schools: A Match Made in Heaven or a Marriage from Hell?
23p. 1mf. L1 ED 459 276

School-Community Connections: A Literature Review.
63p. 1mf. L1 ED 459 047

Sustaining School-Community Partnerships To Enhance Outcomes for Children and Youth: A Guidebook and Tool Kit.
128p. 2mf. L1 ED 459 277

Paying for College

Federal Student Aid, 1997. CD-ROM .
0p. 0mf. L3 ED 458 860

Funding Your Education: 2002/2003.
21p. 1mf. L1 ED 458 859

Guia para estudiantes: Ayuda economica, 2002-2003 (The Student Guide: Financial Aid, 2002-2003).
45p. 1mf. L1 ED 458 867

Pathways to Career Success for Minorities: A Resource Guide to Colleges, Financial Aid, and Work.
378p. 0mf. L3 ED 458 403

The Student Guide: Financial Aid, 2002-2003.
41p. 1mf. L1 ED 458 858

Peace

Prevention and Intervention of Ethnopolitical Conflict.

ERIC/OSEP Digest.

4p. 1mf. L1 ED 458 749

Transitional Jobs: A Bridge into the Workforce for Hard-To-Employ Welfare Recipients. Policy Brief.

12p. 1mf. L1 ED 458 401

Program Evaluation

Assessing Inclusion: Strategies for Success. Hot Topics Series.

271p. 0mf. L3 ED 458 744

Autism Program Quality Indicators: A Self-Review and Quality Improvement Guide for Schools and Programs Serving Students with Autism Spectrum Disorders.

16p. 1mf. L1 ED 458 767

Family Literacy Programs: The Whole Is More Than the Sum of Its Parts.

17p. 1mf. L1 ED 458 584

In-Service Support for a Technological Approach to Science Education. Education Research. Report.

57p. 1mf. L1 ED 459 061

Maine Reading Recovery R : State Report & Evaluation, 1998-2000.

45p. 1mf. L1 ED 458 522

A Path to Literacy: Empowering Students in Your Classroom.

14p. 1mf. L1 ED 458 540

Placed and Paid For: Supporting Families through Sponsored Day Care. Studies in Evaluating the Children Act 1989.

139p. 0mf. L3 ED 458 953

A Quantitative Longitudinal Analysis of North Harris Montgomery Community College District's Developmental Studies Program as a Model for Developmental Studies Program Evaluation.

122p. 2mf. L1 ED 458 906

Program Implementation

Assessing Inclusion: Strategies for Success. Hot Topics Series.

271p. 0mf. L3 ED 458 744

High Road Partnerships Report: Innovations in Building Good Jobs and Strong Communities.

43p. 1mf. L1 ED 458 355

Overview of State Certification/Chartering Criteria for One-Stop Career Centers. Matrices and Final Narrative.

147p. 2mf. L1 ED 458 372

A Whole Community Approach to Otitis Media--Reducing Its Incidence and Effects. Report.

62p. 1mf. L1 ED 459 024

Program Improvement

Partnering for Quality under the Workforce Investment Act: A Tool Kit for One-Stop System Building. Module 5: Building a Process for Continuous Improvement. Training Manual with Participant Workbook.

108p. 2mf. L1 ED 458 426

Quality Information--Informed Choices: Advancing the Workforce Information System. Secretary of Labor's Workforce Information System Plan for Federal Fiscal Years 2001-2005.

20p. 1mf. L1 ED 458 430

Promotion (Occupational)

Recruiting Middle Management in Industry: What Kinds of Change in France, Germany and the United Kingdom?

6p. 1mf. L1 ED 458 437

Pronunciation Instruction

Teaching Pronunciation: A Guide for Teachers of English as a Second Language. CD-ROM .

0p. 0mf. L3 ED 458 838

Classics in Literacy Education: Historical Perspectives for Today's Teachers.	147p.	2mf.	L1	ED 458 568
Reading Tests				
Read-Aloud Accommodation: Effects on Multiple-Choice Reading and Math Items. Technical Report.	31p.	1mf.	L1	ED 458 740
Reading Writing Relationship				
Reading and Writing Connections in the Language Arts.	9p.	1mf.	L1	ED 458 623
When Writers Read. Second Edition.	182p.	0mf.	L3	ED 458 578
Recall (Psychology)				
The Effects of Combined Content Enhancements on the Performance of Students with Learning Disabilities.	133p.	2mf.	L2	ED 458 765
Recess Breaks				
The Child at School: Interactions with Peers and Teachers. Texts in Developmental Psychology.	256p.	0mf.	L3	ED 458 951
Recognition (Achievement)				
Biography Today: Profiles of People of Interest to Young Readers. Sports Series.	220p.	3mf.	L1	ED 459 122
Dixie Goswami and Write To Change: Connecting Learners.	8p.	1mf.	L1	ED 458 625
Lessons of Liberty: Veterans Day 2001 Teacher's Guide.	20p.	1mf.	L1	ED 459 109
Recreational Reading				
Leyendo con tu hijo: Consejos practicos para los padres... (Reading with Your Child: Practical Advice for Parents...).	6p.	1mf.	L1	ED 458 539
Literary Pathways: Selecting Books To Support New Readers.	217p.	0mf.	L3	ED 458 549
Reading in Series TM : A Selection Guide to Books for Children.	600p.	0mf.	L3	ED 458 518
Reading Tips for Parents.	6p.	1mf.	L1	ED 458 538
Recruitment				
Recruiting Middle Management in Industry: What Kinds of Change in France, Germany and the United Kingdom?	6p.	1mf.	L1	ED 458 437
What's Right about the Principalship?	16p.	1mf.	L1	ED 458 710
What's Right about the School Superintendency?	17p.	1mf.	L1	ED 458 711
Redundancy				
An Examination of the Constructs Measured by Parent Behavioral Reports.	9p.	1mf.	L1	ED 458 510
Reentry Students				
Advancing Your Career: Concepts of Professional Nursing. Second Edition.	498p.	0mf.	L3	ED 458 402

227p. 0mf. L3 ED 458 882

Second Language Instruction

Assessment and Testing in an English Classroom in India.

8p. 1mf. L1 ED 459 205

The Common Curriculum Framework for International Languages: Six-Year Program (Grade 7 to Grade 12). Western Canadian Protocol for Collaboration in Basic Education, Alberta Version.

78p. 1mf. L1 ED 458 799

Developing and Implementing Authentic Oral Assessment Instruments.

16p. 1mf. L1 ED 458 803

Nominalized Writing: Approximating Academic Register.

16p. 1mf. L1 ED 458 813

Professionalizing Foreign Language Teaching in a Research Department.

24p. 1mf. L1 ED 458 810

Questionnaire Translation and Questionnaire Validation: Are They the Same?

10p. 1mf. L1 ED 458 800

Rasch Based Analysis of Oral Presentation Assessment for Item Banking.

13p. 1mf. L1 ED 458 821

Rasch Measurement and Item Banking: Theory and Practice.

15p. 1mf. L1 ED 458 812

Research in Second Language Learning: Current Questions and Future Directions.

22p. 1mf. L1 ED 458 816

Teaching Pronunciation: A Guide for Teachers of English as a Second Language. CD-ROM .

0p. 0mf. L3 ED 458 838

Second Language Learning

Dual Language Education. Bilingual Education and Bilingualism.

377p. 0mf. L3 ED 458 820

Elicited Response in the Pre-Kindergarten Setting: Good or Bad Idea?

13p. 1mf. L1 ED 458 825

Endangered Languages and Literacy. Proceedings of the Fourth FEL Conference (Charlotte, North Carolina, September 21-24, 2000).

145p. 2mf. L2 ED 458 818

Endangered Languages and the Media. Proceedings of the Fifth FEL Conference (Agadir, Morocco, September 20-23, 2001).

124p. 2mf. L2 ED 458 819

An Investigation into How Corpus Analysis May Be Used in the Second Language Classroom To Solve Some of the Problems Surrounding Non-Native Speakers' Understanding of Seemingly Synonymous Words.

17p. 1mf. L1 ED 458 795

Research in Second Language Learning: Current Questions and Future Directions.

22p. 1mf. L1 ED 458 816

Secondary Education

Double-Shift Secondary Schools: Possibilities and Issues. Secondary Education Series.

20p. 1mf. L1 ED 459 137

Hungary: Secondary Education and Training. Secondary Education Series.

18p. 1mf. L1 ED 459 131

Poland: Secondary Education and Training. Secondary Education Series.

16p. 1mf. L1 ED 459 136

Professional Communities and the Work of High School Teaching.

Cope. Grow to 5 Module L.
121p. 2mf. L1 ED 458 743

What's Right about the School Superintendency?
17p. 1mf. L1 ED 458 711

Who's in Charge around Here?
13p. 1mf. L1 ED 458 712

Student Adjustment

Guidelines for Evaluating...The First-Year Experience at Four-Year Colleges. 2nd Edition.
24p. 1mf. L2 ED 458 850

Nueva investigacion sobre kindergarten de dia completo (Recent Research on All-Day Kindergarten). ERIC Digest.
4p. 1mf. L1 ED 458 990

Proving and Improving: Strategies for Assessing the First College Year. The First-Year Experience Monograph Series.
127p. 2mf. L2 ED 458 855

Student Attitudes

The Effects of Motivation and Anxiety on Students' Use of Instructor Comments.
26p. 1mf. L1 ED 458 630

Findings from the California Community College Flashlight Project, 1998-99.
12p. 1mf. L1 ED 458 916

Health & HIV/AIDS Education in Primary & Secondary Schools in Africa & Asia. Policies, Practice & Potential: Case Studies from Pakistan, India, Uganda, Ghana. Education Research.
109p. 2mf. L1 ED 458 458

Impact of Two-Way Bilingual Elementary Programs on Students' Attitudes toward School and College.
42p. 1mf. L1 ED 458 822

Interculturality in an Urban Setting.
13p. 1mf. L1 ED 458 815

Non-Returning Developmental English Students at NVCC, Fall 2000. Research Report.
42p. 1mf. L1 ED 458 909

Our Children's Songs: American Indian Students and the Schools.
8p. 1mf. L1 ED 459 045

Predictors of Student Commitment at Two-Year and Four-Year Institutions.
19p. 1mf. L1 ED 458 854

"Reading for Information": How Student Teachers React to an Interactive Teaching Approach.
8p. 1mf. L1 ED 458 543

Sharing Culture? Sharing Texts in Seven to Ten English.
10p. 1mf. L1 ED 458 583

UA Key Student Outcomes Indicators: A Comparative Analysis of Alumni Survey Responses by Survey Year Cohort & College, 1997-2000.
181p. 2mf. L1 ED 459 203

Why Do Schoolchildren Enjoy Reading? The Construction of an Explanatory Model.
14p. 1mf. L1 ED 458 541

Student Attrition

Competing Goals, Competing Discourses: ESL Composition at the Community College.
220p. 3mf. L1 ED 458 897

Issues Concerning Public School Dropouts in South Texas.
59p. 1mf. L1 ED 458 705

Predicting Student Retention and Academic Achievement in Western United States Associate Degree in Nursing Programs.
201p. 3mf. L1 ED 458 911

Correctness.

11p. 1mf. L1 ED 458 617

Technology

Basic Skills and Technology--Not a Contradiction, but a Completion.

11p. 1mf. L1 ED 459 059

The Necessary Fundamental Algebraic Competence in the Age of Computer Algebra Systems.

37p. 1mf. L1 ED 459 060

YouthALIVE! From Enrichment to Employment: The YouthALIVE! Experience.

72p. 1mf. L1 ED 459 072

Technology Education

Drafting. FasTrak Specialization Integrated Technical and Academic Competency (ITAC). Revised.

9p. 1mf. L1 ED 458 377

Electronics. FasTrak Specialization Integrated Technical and Academic Competency (ITAC). Revised.

11p. 1mf. L1 ED 458 379

Graphic Communications. FasTrak Specialization Integrated Technical and Academic Competency (ITAC). Revised.

12p. 1mf. L1 ED 458 380

Measurement, Ratios, and Graphing: Safety First. A Lesson Guide with Activities in Mathematics, Science, and Technology. NASA CONNECT.

36p. 1mf. L1 ED 459 064

Visual Communications Art. FasTrak Specialization Integrated Technical and Academic Competency (ITAC). Revised.

12p. 1mf. L1 ED 458 383

Technology Integration

TECHnology// Strategic Plan, 2000-2005.

33p. 1mf. L1 ED 458 928

Technology Planning

TECHnology// Strategic Plan, 2000-2005.

33p. 1mf. L1 ED 458 928

Telecommunications

ICT Europe.edu: Information and Communication Technology in European Education Systems. Survey 4.

165p. 2mf. L1 ED 458 871

Television Viewing

The Role of Television Viewing in the Development of Reading Comprehension.

12p. 1mf. L1 ED 458 552

Temporary Employment

Working Time in Comparative Perspective. Volume I: Patterns, Trends, and the Policy Implications for Earnings Inequality and Unemployment.

424p. 5mf. L2 ED 458 438

Test Construction

Adapting Tests for Use in Multiple Languages and Cultures. Laboratory of Psychometric and Evaluative Research Report.

30p. 1mf. L1 ED 459 207

Addendum to Improving Classroom Assessment: A Toolkit for Professional Developers.

56p. 1mf. L1 ED 459 195

Colorado Student Assessment Program Technical Report, 2000.

Working Class

Reading Lives: Working-Class Children and Literacy Learning. Language and Literacy Series.
180p. 0mf. L3 ED 459 284

Working Hours

Working Time in Comparative Perspective. Volume I: Patterns, Trends, and the Policy Implications for Earnings Inequality and Unemployment.
424p. 5mf. L2 ED 458 438

Working Time in Comparative Perspective. Volume II: Life-Cycle Working Time and Nonstandard Work.
382p. 4mf. L2 ED 458 439

Workplace Literacy

Lifeprints ESL for Adults: Literacy. Multimedia Kit .
0p. 0mf. L3 ED 458 844

Workshops

Innovations: The Comprehensive Infant & Toddler Curriculum. Trainer's Guide.
238p. 3mf. L2 ED 458 980

The Research Workshop: Bringing the World into Your Classroom.
224p. 0mf. L3 ED 459 163

World Affairs

CNN Newsroom Classroom Guides, November 2001.
88p. 1mf. L2 ED 458 873

World History

Law of Empires.
18p. 1mf. L1 ED 459 106

World Literature

Narrative Translation across Cultures: From the "Bhagavad Gita" to "The Legend of Bagger Vance."
16p. 1mf. L1 ED 458 648

World Problems

Coming to Terms with the Past: Lessons from War-Torn Countries.
12p. 1mf. L2 ED 458 494

World Wide Web

Buying a Car: Using On-Line Tools. Technology Update.
17p. 1mf. L1 ED 458 391

The Computer-Email-Web (CEW) Fluency Scale--Development and Validation.
31p. 1mf. L1 ED 458 657

Identifying Assessment Needs of Student Affairs Professionals Using a Web-Based Survey.
15p. 1mf. L1 ED 458 465

Imagine...Opportunities and Resources for Academically Talented Youth.
183p. 2mf. L2 ED 458 751

The Internet Resource Directory for K-12 Teachers and Librarians. 2001-2002 Edition.
442p. 0mf. L3 ED 458 879

Publishing Accessible Materials on the Web and CD-ROM.
10p. 1mf. L1 ED 458 734

The Research Exchange, 2001.
66p. 1mf. L1 ED 458 732

Usability and Gratifications--Towards a Website Analysis Model.
27p. 1mf. L1 ED 458 656

Can Be Utilized by Community Colleges.
270p. 3mf. L1 ED 458 898

Access to Education

Access Diminished: A Report on Women's Training and Employment Services in Ontario.
35p. 1mf. L1 ED 458 394

Access to the General Education Curriculum for Students with Disabilities. ERIC Digest.
4p. 1mf. L1 ED 458 735

Adult Education and Indigenous Peoples in Brazil. International Survey on Adult Education for Indigenous Peoples. Country Study: Brazil.
47p. 1mf. L1 ED 458 365

Adult Education and Indigenous Peoples in the Philippines. International Survey on Adult Education for Indigenous Peoples. Country Study: The Philippines.
46p. 1mf. L1 ED 458 368

Community College Model Characteristics.
14p. 1mf. L1 ED 458 893

The Hispanic Outlook in Higher Education, 2000-2001.
2085p. 22mf. L1 ED 458 849

TECHnology// Strategic Plan, 2000-2005.
33p. 1mf. L1 ED 458 928

Accessibility (for Disabled)

Computer and Information Technologies: Resources for the Postsecondary Education of Students with Disabilities. Final Report to the Office of Learning Technologies.
149p. 2mf. L1 ED 458 733

Publishing Accessible Materials on the Web and CD-ROM.
10p. 1mf. L1 ED 458 734

The Research Exchange, 2001.
66p. 1mf. L1 ED 458 732

Accident Prevention

Stretching & Flexibility: An Interactive Encyclopedia of Stretching. CD-ROM .
0p. 0mf. L3 ED 459 158

Accountability

Accountability.
34p. 1mf. L1 ED 458 714

Alternative Schools Accountability Model: 2001-2002 Indicator Selection and Reporting Guide.
47p. 1mf. L2 ED 459 197

American Indian/Alaska Native Education and Standards-Based Reform. ERIC Digest.
4p. 1mf. L1 ED 459 039

Assessing One and All: Educational Accountability for Students with Disabilities.
197p. 3mf. L1 ED 458 746

Charter Schools.
24p. 1mf. L1 ED 458 715

Improving School Accountability Measures. NBER Working Paper Series.
58p. 1mf. L1 ED 459 189

Leadership for Accountability.
5p. 1mf. L1 ED 458 673

National Education Summit, 2001 Briefing Book.
63p. 1mf. L1 ED 459 293

Performance Accountability Report, 2001: Maryland Public Colleges and Universities. Volumes 1 and 2.
497p. 6mf. L1 ED 458 852

Coaching & Mentoring First-Year and Student Teachers.
151p. 0mf. L3 ED 459 176

Mentoring and the Reading Curriculum.
9p. 1mf. L1 ED 458 520

Teacher Induction Programs: A Strategy for Improving the Professional Experience of Beginning Career and Technical Education Teachers.
46p. 1mf. L1 ED 458 436

Beginning Teachers

Coaching & Mentoring First-Year and Student Teachers.
151p. 0mf. L3 ED 459 176

Teacher Induction Programs: A Strategy for Improving the Professional Experience of Beginning Career and Technical Education Teachers.
46p. 1mf. L1 ED 458 436

Beginning Writing

Conceptualizations Underlying Emergent Readers' Story Writing. CIERA Report.
22p. 1mf. L1 ED 458 616

Early Literacy Instruction in Kindergarten.
110p. 2mf. L1 ED 458 590

A Solid Foundation: Supportive Contexts for Early Literacy Programs in Maine Schools.
90p. 1mf. L1 ED 458 537

Behavior Disorders

Addressing the Issue of Disproportionate Representation: Identification and Assessment of Culturally Diverse Students with Emotional or Behavioral Disorders. Fourth CCBD Mini-Library Series: Addressing the Diverse Needs of Children and Youth with Emotional/Behavioral Disorders--Programs that Work.
74p. 1mf. L2 ED 458 779

Animal Abuse and Youth Violence. Juvenile Justice Bulletin.
17p. 1mf. L1 ED 458 503

The Challenges of Gangs and Youth Violence in the Schools. Fourth CCBD Mini-Library Series: Addressing the Diverse Needs of Children and Youth with Emotional/Behavioral Disorders--Programs That Work.
54p. 1mf. L2 ED 458 773

Changing Behaviour: Teaching Children with Emotional and Behavioural Difficulties in Primary and Secondary Classrooms. Second Edition.
176p. 0mf. L3 ED 458 768

Culturally and Linguistically Diverse Students with Behavioral Disorders. Fourth CCBD Mini-Library Series: Addressing the Diverse Needs of Children and Youth with Emotional/Behavioral Disorders--Programs That Work.
80p. 1mf. L2 ED 458 778

In Control: Anger Management and the Development of Prosocial Behavior.
14p. 1mf. L1 ED 458 476

Integrating Technology in Program Development for Children and Youth with Emotional or Behavioral Disorders. Fourth CCBD Mini-Library Series: Addressing the Diverse Needs of Children and Youth with Emotional/Behavioral Disorders--Programs That Work.
74p. 1mf. L2 ED 458 776

Integrating Technology in Program Development for Children/Youth with E/BD.
53p. 1mf. L1 ED 458 738

Interim Alternative Educational Settings for Children with Disabilities.
60p. 1mf. L1 ED 458 747

How a National Tragedy Can Psychologically Impact Children.
8p. 1mf. L2 ED 458 504

The War for Boys: What Must We Do To Win?
10p. 1mf. L1 ED 458 471

Children

After Welfare Reform and an Economic Boom: Why Is Child Poverty Still So Much Higher in the U.S. Than in Europe?
24p. 1mf. L1 ED 459 296

Animal Abuse and Youth Violence. Juvenile Justice Bulletin.
17p. 1mf. L1 ED 458 503

Building Services and Systems To Support the Healthy Emotional Development of Young Children: An Action Guide for Policymakers. Promoting the Emotional Well-Being of Children and Families, Policy Paper.
35p. 1mf. L2 ED 459 005

California County Data Book, 2001: Factors for School Success.
342p. 4mf. L1 ED 458 995

California Report Card, 2001: Factors for School Success.
46p. 1mf. L1 ED 458 970

A Century for Children...It Starts with Us. Save the Children 2000 Annual Report.
55p. 1mf. L1 ED 458 963

The Child at School: Interactions with Peers and Teachers. Texts in Developmental Psychology.
256p. 0mf. L3 ED 458 951

Children in the States, 2001.
131p. 2mf. L2 ED 458 993

Children of Immigration. The Developing Child Series.
206p. 0mf. L3 ED 459 307

Children's Rights: A Quote from Toyohiko Kagawa.
8p. 1mf. L1 ED 458 937

Competent Children at 10: Families, Early Education, and Schools.
306p. 4mf. L2 ED 458 957

Discipline for Life: Getting It Right with Children.
282p. 3mf. L2 ED 458 959

An Examination of the Constructs Measured by Parent Behavioral Reports.
9p. 1mf. L1 ED 458 510

"Good Guys Don't Wear Hats": Children's Talk about the Media.
176p. 0mf. L3 ED 458 947

Grace and Courtesy: A Human Responsibility. AMI/USA Conference (Oak Brook, Illinois, July 23-26, 1998).
137p. 2mf. L1 ED 458 967

Healthy Ties: Ensuring Health Coverage for Children Raised by Grandparents and Other Relatives. A Look at Medicaid and CHIP Enrollment in the States.
134p. 2mf. L2 ED 458 933

Kids Count in Michigan Data Book, 2001: County Profiles of Child and Family Well-Being.
426p. 5mf. L1 ED 458 978

Meeting the Need. Save the Children 1999 Annual Report.
45p. 1mf. L1 ED 458 962

North Carolina Child Health Report Card, 2001.
7p. 1mf. L1 ED 459 010

Parenting Practices and Children's Participation in Planning.
9p. 1mf. L1 ED 458 996

The Promotion of Wellness in Children and Families: Challenges and Opportunities.
40p. 1mf. L1 ED 458 502

The State of Washington's Children, Fall 2001. Ninth Annual Report .
70p. 1mf. L2 ED 458 965

Targeting Early Childhood Care and Education: Myths and

Conflict Management: Cues and Implications for Managers from Conflict Research.
69p. 1mf. L1 ED 458 415

Congenital Impairments

Fragile X Syndrome: A Guide for Teachers.
114p. 0mf. L3 ED 458 780

Constitutional Law

Religion & Public Schools: Striking a Constitutional Balance. Revised Edition.
243p. 0mf. L3 ED 458 678

Constructivism (Learning)

Constructivism in Education: Opinions and Second Opinions on Controversial Issues. Ninety-Ninth Yearbook of the National Society for the Study of Education.
340p. 0mf. L3 ED 458 689

Constructivist Teaching Strategies: Projects in Teacher Education.
232p. 0mf. L3 ED 459 164

Social Studies for the Elementary and Middle Grades: A Constructivist Approach.
480p. 0mf. L3 ED 459 110

Consumer Economics

Lesson on Demand. Lesson Plan.
5p. 1mf. L1 ED 459 103

Consumer Education

Holiday Market Basket Information. Lesson Plan.
6p. 1mf. L1 ED 459 099

Content Area Writing

Literacy at Transition: The Problem of the Developing Writer.
14p. 1mf. L1 ED 458 614

Teaching Idea Development: A Standards-Based Critical-Thinking Approach to Writing.
134p. 2mf. L2 ED 458 580

Young Economists and Lawyers Learn How To Write an Academic Text.
12p. 1mf. L1 ED 458 594

Content Validity

Questionnaire Translation and Questionnaire Validation: Are They the Same?
10p. 1mf. L1 ED 458 800

Context Effect

Professional Communities and the Work of High School Teaching.
192p. 0mf. L3 ED 459 157

Contract Training

Adult Education at Work: A Collaborative Resource Addressing the Changing World of Work and Learning.
155p. 2mf. L1 ED 458 356

Cooperation

Discipline for Life: Getting It Right with Children.
282p. 3mf. L2 ED 458 959

Making Afterschool Count: Communities & Schools Working Together, 2001.
34p. 1mf. L2 ED 458 940

Cooperative Education

Developmental Disabilities

Fragile X Syndrome: A Guide for Teachers.
114p. 0mf. L3 ED 458 780

SARC Literacy Activities Handbook: Supporting Literacy for People with Intellectual/Developmental Challenges.
412p. 5mf. L1 ED 458 386

Developmental Programs

A Quantitative Longitudinal Analysis of North Harris Montgomery Community College District's Developmental Studies Program as a Model for Developmental Studies Program Evaluation.
122p. 2mf. L1 ED 458 906

Developmental Stages

Inside the Mind of a Child: Selecting Literature Appropriate to the Developmental Age of Children.
17p. 1mf. L1 ED 458 602

Developmentally Appropriate Practices

Innovations: Infant and Toddler Development.
393p. 5mf. L2 ED 458 979

Inside the Mind of a Child: Selecting Literature Appropriate to the Developmental Age of Children.
17p. 1mf. L1 ED 458 602

Scribble Scrabble--Learning To Read and Write: Success with Diverse Teachers, Children, and Families.
168p. 0mf. L3 ED 458 946

Dialog Journals

Electronic Mail in Foreign Language Learning Revisited.
25p. 1mf. L1 ED 458 817

Dictionaries

Approved Bilingual Dictionaries for Use on the MCAS by Students with Limited English Proficiency.
16p. 1mf. L1 ED 458 797

Differential Equations

Mathematical Modeling with a "CAS" in an Introductory Course of Differential Equations.
13p. 1mf. L1 ED 459 085

Difficulty Level

Read-Aloud Accommodation: Effects on Multiple-Choice Reading and Math Items. Technical Report.
31p. 1mf. L1 ED 458 740

Disabilities

Access to the General Education Curriculum for Students with Disabilities. ERIC Digest.
4p. 1mf. L1 ED 458 735

Accommodations and Modifications: What Parents Need To Know = Facilidades y modificaciones: Lo que los padres necesitan saber.
54p. 1mf. L1 ED 458 752

Assessing Inclusion: Strategies for Success. Hot Topics Series.
271p. 0mf. L3 ED 458 744

Assessing One and All: Educational Accountability for Students with Disabilities.
197p. 3mf. L1 ED 458 746

Change in Identification, FAPE, Placement, or Dismissal from Special Education. Technical Assistance Paper.
9p. 1mf. L1 ED 458 745

College Freshmen with Disabilities, 2001: A Biennial Statistical

Building Aid Shortchanges the Big Cities: The Distribution of Building Aid to New York State School Districts, 1992-1999.
14p. 1mf. L1 ED 458 788

Rural Policy Matters: A Newsletter of Rural School & Community Action, 2001.
46p. 1mf. L1 ED 459 043

Educational Facilities Planning

Mission College Educational and Facilities Master Plan.
573p. 6mf. L1 ED 458 929

Title 7: Education. Chapter 6: School Facilities Board Rules.
40p. 1mf. L1 ED 458 789

Educational Finance

An Analysis of Functional Budget and Expenditure Patterns and Revenue Sources of Tennessee's Public Community Colleges from 1988-89 through 1997-98.
300p. 4mf. L1 ED 458 895

eLearning Survey: What Is the Extent of eLearning in Europe?
9p. 1mf. L1 ED 458 443

The Financing of Adult Learning in Civil Society: A European Exploratory Study.
146p. 2mf. L1 ED 458 362

The Financing of Vocational Education and Training in Portugal. Financing Portrait. CEDEFOP Panorama Series.
93p. 1mf. L1 ED 458 449

Fiscal Year 2003 Higher Education Budget Recommendations. Implementing "The Illinois Commitment: Partnerships, Opportunities and Excellence."
229p. 3mf. L1 ED 458 856

Florida Community College System 2001 Substantive Legislative Issue Papers.
36p. 1mf. L1 ED 458 896

Mission College Institutional Self-Study in Support of Reaffirmation of Accreditation.
244p. 3mf. L1 ED 458 913

Pathways to Career Success for Minorities: A Resource Guide to Colleges, Financial Aid, and Work.
378p. 0mf. L3 ED 458 403

SABIS International Charter School: Management Issues and Recommendations.
56p. 1mf. L1 ED 458 681

Vocational Education and Training in Belgium. Brief Description. CEDEFOP Panorama Series.
41p. 1mf. L1 ED 458 450

Vocational Education and Training in Belgium. Second Edition.
145p. 2mf. L1 ED 458 448

Yearbook of Correctional Education, 1998-1999.
235p. 3mf. L1 ED 458 354

Educational History

Classics in Literacy Education: Historical Perspectives for Today's Teachers.
147p. 2mf. L1 ED 458 568

The Egalitarian Marriages of Six Froebelian Leaders in Late Nineteenth Century America.
23p. 1mf. L1 ED 458 997

Learning Disabilities: Historical Perspectives. Executive Summary.
9p. 1mf. L1 ED 458 756

Milestones in Rural Education, 1950-2000. A SERVE Special Report.
10p. 1mf. L1 ED 459 057

Serving the Unserved and Underserved: Western Iowa Tech

Promoting Employment in Public Housing Communities: Learning from the Jobs-Plus Demonstration. Policy Brief.
8p. 1mf. L1 ED 458 390

Employment Qualifications

Special Features of the Finnish Labour Market and Challenges for Education.
18p. 1mf. L1 ED 458 370

Employment Services

Choosing Training?
38p. 1mf. L1 ED 458 395

Developing Effective Linkages between Job Corps and One-Stop Systems: A Technical Assistance Guide.
68p. 1mf. L1 ED 458 421

Overview of State Certification/Chartering Criteria for One-Stop Career Centers. Matrices and Final Narrative.
147p. 2mf. L1 ED 458 372

Partnering for Quality under the Workforce Investment Act: A Tool Kit for One-Stop System Building. Module 1: Reviewing System-Building Progress and Developing a Blueprint for WIA Transition. Trainer Manual with Participant Workbook.
110p. 2mf. L1 ED 458 422

Partnering for Quality under the Workforce Investment Act: A Tool Kit for One-Stop System Building. Module 2: Partnering and Organizational Change. Trainer Manual with Participant Workbook.
149p. 2mf. L1 ED 458 423

Partnering for Quality under the Workforce Investment Act: A Tool Kit for One-Stop System Building. Module 3: Collecting and Using Customer Feedback. Trainer Manual with Participant Workbook.
124p. 2mf. L1 ED 458 424

Partnering for Quality under the Workforce Investment Act: A Tool Kit for One-Stop System Building. Module 4: Designing a System for the Delivery of Integrated Services. Trainer Manual with Participant Workbook.
107p. 2mf. L1 ED 458 425

Partnering for Quality under the Workforce Investment Act: A Tool Kit for One-Stop System Building. Module 5: Building a Process for Continuous Improvement. Training Manual with Participant Workbook.
108p. 2mf. L1 ED 458 426

Partnering for Quality under the Workforce Investment Act: A Tool Kit for One-Stop System Building. Summary of Tools.
44p. 1mf. L1 ED 458 427

Veterans' Employment and Training Service: Flexibility and Accountability Needed To Improve Service to Veterans. Report to the Chairman, Subcommittee on Oversight and Investigations, Committee on Veterans' Affairs, House of Representatives.
40p. 1mf. L1 ED 458 399

Employment Statistics

Quality Information--Informed Choices: Advancing the Workforce Information System. Secretary of Labor's Workforce Information System Plan for Federal Fiscal Years 2001-2005.
20p. 1mf. L1 ED 458 430

Empowerment

Developing Psycho-Educational Groups for Japanese High Schools.
35p. 1mf. L1 ED 458 460

The Rural School and Community Trust Annual Report, 2001.
17p. 1mf. L1 ED 459 032

Energy Management

Household Food Security Study Summaries. 2001 Edition.
103p. 2mf. L2 ED 458 961

Foreign Countries

Dilemmas in Foreign Aid: Debating U.S. Priorities, Policies, and Practices. Teacher's Resource Book and Student Text . Public Policy Debate in the Classroom. Choices for the 21st Century Education Program.
87p. 1mf. L2 ED 459 138

Social Support versus Self-Realization: Friendship Conceptions of Adolescents and Adults in an East-West Comparison.
21p. 1mf. L1 ED 458 636

Foreign Students

Living (and Teaching) in an Unjust World: New Perspectives on Multicultural Education.
224p. 0mf. L3 ED 459 111

Foster Children

Improving the Odds for the Healthy Development of Young Children in Foster Care. Promoting the Emotional Well-Being of Children and Families, Policy Paper.
33p. 1mf. L2 ED 459 006

Free Enterprise System

Lesson on Demand. Lesson Plan.
5p. 1mf. L1 ED 459 103

The Paper Airplane Challenge: A Market Economy Simulation. Lesson Plan.
6p. 1mf. L1 ED 459 101

Freedom

Freedom & Responsibility: A Glorious Counterpoint. AMI/USA Conference (Boston, Massachusetts, July 20-23, 2000).
115p. 2mf. L1 ED 458 968

Friendship

Social Support versus Self-Realization: Friendship Conceptions of Adolescents and Adults in an East-West Comparison.
21p. 1mf. L1 ED 458 636

Full Day Half Day Schedules

Nueva investigacion sobre kindergarten de dia completo (Recent Research on All-Day Kindergarten). ERIC Digest.
4p. 1mf. L1 ED 458 990

Full Time Faculty

An Environmental Assessment of Community College Faculty Satisfaction.
128p. 2mf. L1 ED 458 921

Futures (of Society)

The 2000 Census and Growth Patterns in Rural America. The Main Street Economist: Commentary on the Rural Economy.
5p. 1mf. L1 ED 459 040

Career Frontiers: New Conceptions of Working Lives.
290p. 0mf. L3 ED 458 387

Education for Sustainability: The Need for a New Human Perspective.
13p. 1mf. L1 ED 459 069

Research in Second Language Learning: Current Questions and Future Directions.
22p. 1mf. L1 ED 458 816

What Schools for the Future? Education and Skills.

59p. 1mf. L1 ED 458 972

WIC in Native American Communities: Building a Healthier America. Report Summary.

19p. 1mf. L1 ED 459 050

Influences

Dixie Goswami and Write To Change: Connecting Learners.

8p. 1mf. L1 ED 458 625

Necessary but Not Sufficient: The Respective Roles of Single and Multiple Influences on Individual Development.

439p. 0mf. L3 ED 458 964

Informal Education

Informal/Formal Learning and Workload among Ontario Secondary School Teachers. NALL Working Paper.

42p. 1mf. L1 ED 459 170

Teacher Learning, Informal and Formal: Results of a Canadian Teachers' Federation Survey. NALL Working Paper.

26p. 1mf. L1 ED 459 169

Information Dissemination

Publishing Accessible Materials on the Web and CD-ROM.

10p. 1mf. L1 ED 458 734

Information Literacy

The Computer-Email-Web (CEW) Fluency Scale--Development and Validation.

31p. 1mf. L1 ED 458 657

The Library at the Center of the Web: Information Literacy across the Curriculum in an Age of Connectivity and Chaos.

9p. 1mf. L1 ED 458 886

Information Networks

ASIST 2001: Information in a Networked World--Harnessing the Flow. Proceedings of the ASIST Annual Meeting (64th, Washington, DC, November 3-8, 2001).

694p. 0mf. L3 ED 458 885

Quality Information--Informed Choices: Advancing the Workforce Information System. Secretary of Labor's Workforce Information System Plan for Federal Fiscal Years 2001-2005.

20p. 1mf. L1 ED 458 430

Information Processing

Partnering for Quality under the Workforce Investment Act: A Tool Kit for One-Stop System Building. Summary of Tools.

44p. 1mf. L1 ED 458 427

Information Science

ASIST 2001: Information in a Networked World--Harnessing the Flow. Proceedings of the ASIST Annual Meeting (64th, Washington, DC, November 3-8, 2001).

694p. 0mf. L3 ED 458 885

Information Sources

99 Jumpstarts to Research: Topic Guides for Finding Information on Current Issues.

227p. 0mf. L3 ED 458 882

GlobaLinks: Resources for World Studies, Grades K-8.

160p. 0mf. L3 ED 459 105

Information Technology

ASIST 2001: Information in a Networked World--Harnessing the Flow. Proceedings of the ASIST Annual Meeting (64th, Washington, DC, November 3-8, 2001).

Lapps

Adult Education and Indigenous Peoples in Norway. International Survey on Adult Education for Indigenous Peoples. Country Study: Norway.
103p. 2mf. L1 ED 458 367

Latchkey Children

Afterschool Alert: Poll Report No.3. A Report of Findings from a June 2000 Poll of Registered Voters.
8p. 1mf. L2 ED 458 931

Latin American History

Brazil 500 Years: Crossing Boundaries from Cabral to the Third Millennium (July 7-August 12, 2000). Fulbright-Hays Summer Seminars Abroad Program, 2000 (Brazil).
506p. 6mf. L1 ED 459 116

Law Enforcement

Alcohol: Controlling the Toxic Spill. An Issue Book for National Issues Forums.
33p. 1mf. L1 ED 459 126

Laws

Electronic Signatures in Global and National Commerce Act. Public Law.
15p. 1mf. L1 ED 458 875

Federal Indian Law and Policy Affecting American Indian and Alaska Native Education. Indian Education Legal Support Project "Tribalizing Indian Education."
31p. 1mf. L1 ED 459 031

Law of Empires.
18p. 1mf. L1 ED 459 106

Lawyers

The Involvement of Lay Advocates in Due Process Hearings. Quick Turn Around (QTA).
9p. 1mf. L1 ED 458 753

Lay People

The Involvement of Lay Advocates in Due Process Hearings. Quick Turn Around (QTA).
9p. 1mf. L1 ED 458 753

Leaders

Pioneer Mentoring in Teacher Preparation: From the Voices of Women Religious.
195p. 0mf. L3 ED 459 178

Leaders Guides

Innovations: The Comprehensive Infant & Toddler Curriculum. Trainer's Guide.
238p. 3mf. L2 ED 458 980

Leadership

Creating Successful School Systems: Voices from the University, the Field, and the Community.
300p. 0mf. L3 ED 458 707

Emerging Leaders: An Annotated Bibliography.
54p. 1mf. L2 ED 458 724

Leadership for Accountability.
5p. 1mf. L1 ED 458 673

Lessons from Exceptional School Leaders.
147p. 2mf. L2 ED 458 725

The Dimensional Structure of Early Adolescent Peer Susceptibility.
111p. 2mf. L1 ED 458 506

Educating Minds and Hearts: Social Emotional Learning and the Passage into Adolescence. Series on Social Emotional Learning.
216p. 0mf. L3 ED 458 945

In Control: Anger Management and the Development of Prosocial Behavior.
14p. 1mf. L1 ED 458 476

Inclusion in Middle Schools. ERIC Digest.
4p. 1mf. L1 ED 459 000

Middle Schools

Educating Minds and Hearts: Social Emotional Learning and the Passage into Adolescence. Series on Social Emotional Learning.
216p. 0mf. L3 ED 458 945

Migration Patterns

The 2000 Census and Growth Patterns in Rural America. The Main Street Economist: Commentary on the Rural Economy.
5p. 1mf. L1 ED 459 040

Military Service

Lessons of Liberty: Veterans Day 2001 Teacher's Guide.
20p. 1mf. L1 ED 459 109

Minority Group Children

Beating the Odds: A City-by-City Analysis of Student Performance and Achievement Gaps on State Assessments.
243p. 3mf. L2 ED 459 280

Increasing Opportunity To Learn via Access to Rigorous Courses and Programs: One Strategy for Closing the Achievement Gap for At-Risk and Ethnic Minority Students.
75p. 1mf. L1 ED 459 303

Key Elements of Quality Schools: A Survey of Teachers, Students and Principals. The MetLife Survey of the American Teacher, 2001.
198p. 3mf. L1 ED 459 152

Principles and Practise of Fair Assessment.
13p. 1mf. L1 ED 459 309

Racial Harassment in Vermont Public Schools.
149p. 2mf. L1 ED 459 294

A Special Remedy: Roma and Schools for the Mentally Handicapped in the Czech Republic. Country Reports Series.
139p. 2mf. L1 ED 459 273

Minority Group Influences

Factors Affecting Minority Students' Persistence in Community Colleges.
146p. 2mf. L2 ED 458 917

Minority Group Teachers

In Pursuit of Teacher Quality: Three Models of Success.
27p. 1mf. L1 ED 459 167

Minority Groups

Factors Affecting Minority Students' Persistence in Community Colleges.
146p. 2mf. L2 ED 458 917

Pacific Educational Research Journal, 2000.
114p. 2mf. L1 ED 459 196

Pathways to Career Success for Minorities: A Resource Guide to Colleges, Financial Aid, and Work.
378p. 0mf. L3 ED 458 403

37p. 1mf. L1 ED 458 499

Peer Influence

The Dimensional Structure of Early Adolescent Peer Susceptibility.

111p. 2mf. L1 ED 458 506

Peer Relationship

Alcohol Use among University Students: Incidence, Reasons, and Effects.

10p. 1mf. L1 ED 458 472

Changing Behaviour: Teaching Children with Emotional and Behavioural Difficulties in Primary and Secondary Classrooms. Second Edition.

176p. 0mf. L3 ED 458 768

The Child at School: Interactions with Peers and Teachers. Texts in Developmental Psychology.

256p. 0mf. L3 ED 458 951

Competent Children at 10: Families, Early Education, and Schools.

306p. 4mf. L2 ED 458 957

Date Violence and Rape among Adolescents: Associations with Psychological Health.

13p. 1mf. L1 ED 458 466

The Dimensional Structure of Early Adolescent Peer Susceptibility.

111p. 2mf. L1 ED 458 506

The Effects of Time-Limitations and Peer Relationships on Adult Student Learning: A Causal Model.

16p. 1mf. L1 ED 458 853

Ten Years Old & Competent. The Fourth Stage of the Competent Children Project: A Summary of the Main Findings.

37p. 1mf. L2 ED 458 958

Peer Teaching

Peer Coaching Training Manual: Lecture and Slides.

87p. 1mf. L1 ED 458 771

SPED 590 Peer Coaching Seminar: An Online Course about Peer Coaching.

81p. 1mf. L1 ED 458 772

Performance

Quicker, Better, Cheaper? Managing Performance in American Government.

635p. 7mf. L2 ED 458 414

Performance Based Assessment

Addendum to Improving Classroom Assessment: A Toolkit for Professional Developers.

56p. 1mf. L1 ED 459 195

Assessment and the Adult Learner: Does Authentic Assessment Influence Learning?

22p. 1mf. L1 ED 459 208

Developing and Implementing Authentic Oral Assessment Instruments.

16p. 1mf. L1 ED 458 803

One Kid at a Time: Big Lessons from a Small School. Series on School Reform. The Series on School Reform.

171p. 0mf. L3 ED 459 051

Responsiveness to Intervention: An Alternative Approach to the Identification of Learning Disabilities. Executive Summary.

9p. 1mf. L1 ED 458 755

Performance Factors

Making Standards Meaningful: High School Reform Efforts in

Proofreading

Serving the Community: A Small, Liberal Arts College Writing Center.

12p. 1mf. L1 ED 458 605

Proprietary Schools

Assessing For Profit Schools.

10p. 1mf. L1 ED 458 675

Prosocial Behavior

Prevention and Intervention of Ethnopolitical Conflict.

37p. 1mf. L1 ED 458 499

Psychoeducational Methods

Developing Psycho-Educational Groups for Japanese High Schools.

35p. 1mf. L1 ED 458 460

Psychological Needs

Coping with Unexpected Events: Depression and Trauma.

17p. 1mf. L1 ED 458 452

How a National Tragedy Can Psychologically Impact Children.

8p. 1mf. L2 ED 458 504

Psychological Services

An Examination of the Constructs Measured by Parent Behavioral Reports.

9p. 1mf. L1 ED 458 510

Psychological Testing

An Examination of the Constructs Measured by Parent Behavioral Reports.

9p. 1mf. L1 ED 458 510

Psychologists

Practical Model and Protocol for Interpreting MCMI-III Results to Clients.

10p. 1mf. L1 ED 458 453

Psychology

Integrating Psychology and Spirituality during Career Exploration.

7p. 1mf. L1 ED 458 489

Measuring Knowledge of Introductory Psychology: What Are the Relevant Constructs?

31p. 1mf. L1 ED 459 200

Teaching Narrative in Psychology: Scholarly Foundations and Advisement Resources.

16p. 1mf. L1 ED 458 467

Psychomotor Skills

FUNdamental Movement in Early Childhood.

25p. 1mf. L2 ED 458 984

Psychopathology

Animal Abuse and Youth Violence. Juvenile Justice Bulletin.

17p. 1mf. L1 ED 458 503

Public Administration

Quicker, Better, Cheaper? Managing Performance in American Government.

635p. 7mf. L2 ED 458 414

Public Agencies

Reference Services

Virtual Reference Services--Down-Under: A Cautionary Tale.
15p. 1mf. L1 ED 458 868

Referral

Counselors' Perceptions of Court-Referred and Non Court-Referred Drug Clients.
9p. 1mf. L1 ED 458 509

Reflective Teaching

Evaluating Student Reflections.
21p. 1mf. L1 ED 459 174

How Does Teacher Reflection Affect Teaching Practices? Follow-Up Study.
26p. 1mf. L1 ED 458 527

Improving Student Teachers' Reflection and Personal Practical Knowledge.
15p. 1mf. L1 ED 459 146

Putting Theory into Practice: Reflective Teaching and Implications for Use.
10p. 1mf. L2 ED 459 148

Working Together: Reading and Writing in Inclusive Classrooms.
181p. 2mf. L1 ED 458 599

Regional Cooperation

Innovative Practices in Vocational Education and Training Standards in the Mashreq Region. Conference Report (Cairo, Egypt, April 7-9, 2001) .
44p. 1mf. L1 ED 458 433

Regression (Statistics)

Coping with Multiple Calculator Models in College Algebra.
20p. 1mf. L1 ED 459 080

Regular and Special Education Relationship

Inclusion in Middle Schools. ERIC Digest.
4p. 1mf. L1 ED 459 000

The Paraprofessional's Guide to the Inclusive Classroom: Working as a Team. Second Edition.
160p. 0mf. L3 ED 459 165

Rehabilitation Programs

SARC Literacy Activities Handbook: Supporting Literacy for People with Intellectual/Developmental Challenges.
412p. 5mf. L1 ED 458 386

Relevance (Education)

Building Character in Schools Resource Guide. The Jossey-Bass Education Series.
159p. 0mf. L3 ED 458 515

Religion

"Mythos" East and West: The Mythic Conceptions of Soul, Rebirth, and Salvation in the "Phaedrus" and the "Bhagavad Gita."
15p. 1mf. L1 ED 458 647

Our Grandmother of the Shawnee: Messages of a Female Deity.
25p. 1mf. L1 ED 458 615

Religion & Public Schools: Striking a Constitutional Balance. Revised Edition.
243p. 0mf. L3 ED 458 678

Religious Differences

Religious Orientation and Development amongst Adventist Youth.

192p. 0mf. L3 ED 459 157

Romania: Secondary Education and Training. Secondary Education Series.
19p. 1mf. L1 ED 459 133

Russia: Secondary Education and Training. Secondary Education Series.
17p. 1mf. L1 ED 459 135

Thailand--Secondary Education for Employment, Volume I: A Policy Note.
57p. 1mf. L2 ED 459 129

Thailand--Secondary Education for Employment, Volume II: Background Papers.
109p. 2mf. L2 ED 459 130

Turkey: Secondary Education and Training. Secondary Education Series.
19p. 1mf. L1 ED 459 134

Secondary School Students

Anabolic Steroid Abuse. National Institute on Drug Abuse Research Report Series.
14p. 1mf. L1 ED 458 516

Ethnic Identity among Guatemalan Youth.
16p. 1mf. L1 ED 458 497

MCAS Technical Report, 1999. Massachusetts Comprehensive Assessment System.
112p. 2mf. L1 ED 459 184

Religious Orientation and Development amongst Adventist Youth.
10p. 1mf. L1 ED 458 508

A Test of the Instructional Strategy of Using Advance Organizers.
16p. 1mf. L1 ED 459 206

Understanding the 1999 MCAS Student Report for Parents/Guardians. The Massachusetts Comprehensive Assessment System.
11p. 1mf. L1 ED 459 183

Secondary School Teachers

Informal/Formal Learning and Workload among Ontario Secondary School Teachers. NALL Working Paper.
42p. 1mf. L1 ED 459 170

Professional Communities and the Work of High School Teaching.
192p. 0mf. L3 ED 459 157

Selection

A-Stratified Computerized Adaptive Testing with Unequal Item Exposure across Strata.
31p. 1mf. L2 ED 459 213

Self Actualization

Social Support versus Self-Realization: Friendship Conceptions of Adolescents and Adults in an East-West Comparison.
21p. 1mf. L1 ED 458 636

Teacher Self: The Practice of Humanistic Education.
168p. 0mf. L3 ED 459 179

Self Concept

Gifted Children Grown Up.
248p. 0mf. L3 ED 458 764

An Intellectual Biography of Ivan Illich.
116p. 2mf. L1 ED 458 393

Parent-Child Communication and Its Perceived Effects on the Young Child's Developing Self-Concept.
27p. 1mf. L1 ED 458 631

Teacher Self: The Practice of Humanistic Education.
168p. 0mf. L3 ED 459 179

SIAST Leavers Study, 1998-99: Why Do Our Students Leave?

53p. 1mf. L1 ED 458 919

Student Behavior

Lane Community College Student Follow-Up Study, Spring 2001. 1999-2000 Students: One Year Later.

98p. 2mf. L1 ED 458 908

Psychologists in Partnership with Criminal Justice in American Public Schools: A Match Made in Heaven or a Marriage from Hell?

23p. 1mf. L1 ED 459 276

School Safety.

28p. 1mf. L1 ED 458 713

Student Centered Curriculum

Project Approach: Taking a Closer Look. What Is Worth Knowing More about Where You Live? CD-ROM .

0p. 0mf. L3 ED 458 952

Student Characteristics

College Freshmen with Disabilities, 2001: A Biennial Statistical Profile.

45p. 1mf. L1 ED 458 728

Dyspraxia 5-11: A Practical Guide.

136p. 0mf. L3 ED 458 781

Educational Equity in Alabama: What We Learned from Report Card 2000. Research Brief.

39p. 1mf. L2 ED 459 198

Fragile X Syndrome: A Guide for Teachers.

114p. 0mf. L3 ED 458 780

Student College Relationship

Mexican Americans and Other Latinos in Postsecondary Education: Institutional Influences. ERIC Digest.

4p. 1mf. L1 ED 459 038

Student Development

Colorado Model Content Standards for Theatre: Suggested Grade Level Expectations.

22p. 1mf. L1 ED 458 639

Colorado Model Content Standards for Theatre: Voluntary Theatre Standards.

19p. 1mf. L1 ED 458 640

Student Educational Objectives

The Nature and Characteristics of Post-Baccalaureate Reverse Transfer Students and Their Utilization of Career Guidance.

132p. 2mf. L1 ED 458 930

Student Evaluation

Assessing One and All: Educational Accountability for Students with Disabilities.

197p. 3mf. L1 ED 458 746

Assessment and Testing in an English Classroom in India.

8p. 1mf. L1 ED 459 205

Assessment and the Adult Learner: Does Authentic Assessment Influence Learning?

22p. 1mf. L1 ED 459 208

Developing and Implementing Authentic Oral Assessment Instruments.

16p. 1mf. L1 ED 458 803

Discrepancy Models in the Identification of Learning Disability. Executive Summary.

9p. 1mf. L1 ED 458 758

The Effectiveness of Summer School in Getting Students To

140p. 2mf. L1 ED 459 186

MCAS Technical Report, 1999. Massachusetts Comprehensive Assessment System.

112p. 2mf. L1 ED 459 184

Understanding the 1999 MCAS Student Report for Parents/Guardians. The Massachusetts Comprehensive Assessment System.

11p. 1mf. L1 ED 459 183

Test Interpretation

An Examination of the Constructs Measured by Parent Behavioral Reports.

9p. 1mf. L1 ED 458 510

Test Items

A-Stratified Computerized Adaptive Testing with Unequal Item Exposure across Strata.

31p. 1mf. L2 ED 459 213

Rasch Measurement and Item Banking: Theory and Practice.

15p. 1mf. L1 ED 458 812

Test Results

Guide to Interpreting the 1999 MCAS Reports for Schools and Districts. Massachusetts Comprehensive Assessment System.

59p. 1mf. L1 ED 459 185

Improving School Accountability Measures. NBER Working Paper Series.

58p. 1mf. L1 ED 459 189

Judging Evidence of the Validity of the National Assessment of Educational Progress Achievement Levels.

40p. 1mf. L1 ED 459 212

Practical Model and Protocol for Interpreting MCMI-III Results to Clients.

10p. 1mf. L1 ED 458 453

Real Results, Remaining Challenges: The Story of Texas Education Reform.

37p. 1mf. L1 ED 459 191

Test Use

Emphasis Placed on Current Assessment Procedures Affects the Way Teachers Teach.

43p. 1mf. L1 ED 458 632

Measuring Up: A Standards and Assessment Benchmarking Report for Massachusetts.

55p. 1mf. L1 ED 459 192

Test Validity

Concurrent and Discriminant Validity of the Means-Ends Spirituality Questionnaire.

25p. 1mf. L1 ED 458 475

Developing and Implementing Authentic Oral Assessment Instruments.

16p. 1mf. L1 ED 458 803

Rasch Based Analysis of Oral Presentation Assessment for Item Banking.

13p. 1mf. L1 ED 458 821

Testing

Approved Bilingual Dictionaries for Use on the MCAS by Students with Limited English Proficiency.

16p. 1mf. L1 ED 458 797

Emphasis Placed on Current Assessment Procedures Affects the Way Teachers Teach.

43p. 1mf. L1 ED 458 632

Web-Based Teacher Education: Improving Communication and Professional Knowledge in Preservice and Inservice Teacher Training.
24p. 1mf. L1 ED 459 161

World Wide Web Resources for Communication.
56p. 1mf. L1 ED 458 664

Writing (Composition)

Contemporary Composition Studies: A Guide to Theorists and Terms.
330p. 0mf. L3 ED 458 577

The Effects of Four Writing Strategies on Fifth Graders' Production of Written Ideas across Three Aims of Discourse.
8p. 1mf. L1 ED 458 596

Literacy at Transition: The Problem of the Developing Writer.
14p. 1mf. L1 ED 458 614

Nominalized Writing: Approximating Academic Register.
16p. 1mf. L1 ED 458 813

Today's Students, Tomorrow's Citizens: Pathways for Learning, Language and Reading Comprehension. Alabama High School Graduation Exam.
322p. 4mf. L1 ED 458 532

Writing Achievement

Literacy at Transition: The Problem of the Developing Writer.
14p. 1mf. L1 ED 458 614

Writing Achievement in Technical Education.
8p. 1mf. L1 ED 458 587

Writing Across the Curriculum

Heroes and Terrorists: ELA for the 21st Century.
19p. 1mf. L1 ED 458 593

Writing Apprehension

The Effects of Motivation and Anxiety on Students' Use of Instructor Comments.
26p. 1mf. L1 ED 458 630

Writing Assignments

Holy Mitosis Batman, It's a Gamete: Blending (Bending) the Research Genre.
17p. 1mf. L1 ED 458 618

Live from the Writing Center: Technological Demands and Multiliterate Practice in a Virtual Writing Center.
118p. 2mf. L1 ED 458 597

Moving beyond the Rhetoric: Developing Writing Competency for Global Changes in Higher Education.
22p. 1mf. L1 ED 458 611

The Multigenre Research Paper: Voice, Passion, and Discovery in Grades 4-6.
150p. 0mf. L3 ED 458 575

Skills and Cognition: The "Phonics" of Academic Literacy?
18p. 1mf. L1 ED 458 585

Writing Attitudes

The Effects of Motivation and Anxiety on Students' Use of Instructor Comments.
26p. 1mf. L1 ED 458 630

Writing Difficulties

Accommodations and Modifications: What Parents Need To Know = Facilidades y modificaciones: Lo que los padres necesitan saber.
54p. 1mf. L1 ED 458 752

Reading and Writing Difficulties--A Problem? EMIR Education and Research.

School Accountability and Teacher Training. Briefing.
11p. 1mf. L1 ED 459 159

A Self-Study Guide to Implementation of Inclusive Assessment and Accountability Systems. A Best Practice Approach.
73p. 1mf. L1 ED 459 190

Strategic Plan for Standards-Based Reform. Report of Progress.
52p. 1mf. L1 ED 458 682

Teacher Attitudes toward Professional Organization-Developed, State Board-Approved Standards for Agricultural Education.
19p. 1mf. L1 ED 459 074

Transforming Urban Public Schools: The Role of Standards and Accountability.
55p. 1mf. L1 ED 459 290

Accreditation (Institutions)

Mission College Institutional Self-Study in Support of Reaffirmation of Accreditation.
244p. 3mf. L1 ED 458 913

Tribal College and University Accreditation: A Comparative Study.
265p. 3mf. L2 ED 458 866

Acculturation

Children of Immigration. The Developing Child Series.
206p. 0mf. L3 ED 459 307

Latina Voices of Des Moines.
337p. 4mf. L1 ED 459 017

Perceived Counselor Acculturation Levels: Their Pertinence to Caucasian Client Expectations.
33p. 1mf. L1 ED 458 477

Achievement Gains

Making Standards Meaningful: High School Reform Efforts in Washington State. Making Standards Work, 2001.
66p. 1mf. L2 ED 459 188

Real Results, Remaining Challenges: The Story of Texas Education Reform.
37p. 1mf. L1 ED 459 191

Washington Elementary Schools on the Slow Track under Standards-Based Reform. Making Standards Work, 2001.
40p. 1mf. L2 ED 459 187

Achievement Tests

Guide to Interpreting the 1999 MCAS Reports for Schools and Districts. Massachusetts Comprehensive Assessment System.
59p. 1mf. L1 ED 459 185

Acquired Immune Deficiency Syndrome

Nosotras viviremos. Las destrezas: A Capacity Building Training Manual for Working with Latina Farmworking Youth.
145p. 2mf. L2 ED 459 145

Nosotras viviremos. Las destrezas: Un manual de capacitacion para trabajar con jovenes latinas campesinas (A Capacity Building Training Manual for Working with Latina Farmworking Youth).
146p. 2mf. L2 ED 459 182

Nosotras viviremos. Los consejos: A Capacity Building Training Manual for Working with Latina Farmworking Mothers and Mentors of Girls.
138p. 2mf. L2 ED 459 144

Nosotras viviremos. Los consejos: Un manual de capacitacion para trabajar con madres latinas campesinas (A Capacity Building Training Manual for Working with Latina Farmworking Mothers and Mentors of Girls).
138p. 2mf. L2 ED 459 181

Peer Coaching Training Manual: Lecture and Slides.
87p. 1mf. L1 ED 458 771

SPED 590 Peer Coaching Seminar: An Online Course about Peer Coaching.
81p. 1mf. L1 ED 458 772

Strategies and Procedures for Designing Proactive Interventions with a Culturally Diverse Population of Students with Emotional or Behavioral Disorders and Their Families/Caregivers. Fourth CCBD Mini-Library Series: Addressing the Diverse Needs of Children and Youth with Emotional/Behavioral Disorders--Programs That Work.
35p. 1mf. L2 ED 458 777

Behavior Modification

Changing Behaviour: Teaching Children with Emotional and Behavioural Difficulties in Primary and Secondary Classrooms. Second Edition.
176p. 0mf. L3 ED 458 768

Discipline in the School. Second Edition.
421p. 0mf. L3 ED 458 750

Integrating Technology in Program Development for Children/Youth with E/BD.
53p. 1mf. L1 ED 458 738

Behavior Patterns

Culturally and Linguistically Diverse Students with Behavioral Disorders. Fourth CCBD Mini-Library Series: Addressing the Diverse Needs of Children and Youth with Emotional/Behavioral Disorders--Programs That Work.
80p. 1mf. L2 ED 458 778

Patterns of Drug Use: The Role of Dichotomous Conceptualizations.
12p. 1mf. L1 ED 458 463

Behavior Problems

Dealing with Behaviors Perceived as Unacceptable in Schools: The Interim Alternative Educational Setting Solution. Fourth CCBD Mini-Library Series: Addressing the Diverse Needs of Children and Youth with Emotional/Behavioral Disorders--Programs That Work.
40p. 1mf. L2 ED 458 774

Belgium

Vocational Education and Training in Belgium. Brief Description. CEDEFOP Panorama Series.
41p. 1mf. L1 ED 458 450

Vocational Education and Training in Belgium. Second Edition.
145p. 2mf. L1 ED 458 448

Beliefs

Religious Orientation and Development amongst Adventist Youth.
10p. 1mf. L1 ED 458 508

Biculturalism

Early Childhood Education as a Contact Zone--Emergent Indigenous Leadership in Australia and Canada.
6p. 1mf. L1 ED 459 026

Bidialectalism

Linguistic Perspectives on African American Vernacular English and Implications for the Language Arts Classroom.
33p. 1mf. L1 ED 458 811

Bilingual Education Programs

Approved Bilingual Dictionaries for Use on the MCAS by Students

Realities. Occasional Paper.
153p. 2mf. L1 ED 459 002

Ten Years Old & Competent. The Fourth Stage of the Competent Children Project: A Summary of the Main Findings.
37p. 1mf. L2 ED 458 958

Washington Kids Count County and City Profiles of Child and Family Well-Being: 2001 Statewide Summaries.
172p. 2mf. L2 ED 459 003

West Virginia KIDS COUNT Data Book: 2000 County Profiles of Child Well-Being.
193p. 2mf. L1 ED 458 960

Wilmington Kids Count Fact Book, 2001.
88p. 1mf. L1 ED 458 991

Childrens Literature

Access for All: Closing the Book Gap for Children in Early Education.
101p. 2mf. L1 ED 458 569

The Best in Children's Nonfiction: Reading, Writing, & Teaching Orbis Pictus Award Books.
175p. 2mf. L1 ED 458 591

Character Education Literacy Kits: Supporting the Home/School Connection.
7p. 1mf. L1 ED 458 638

Inside the Mind of a Child: Selecting Literature Appropriate to the Developmental Age of Children.
17p. 1mf. L1 ED 458 602

Learning through Literacy: Adapting Novels by Roald Dahl for Students in Self-Contained or Inclusive Classrooms. The Professional Growth Series.
115p. 0mf. L3 ED 458 528

Literary Pathways: Selecting Books To Support New Readers.
217p. 0mf. L3 ED 458 549

Reading in Series TM : A Selection Guide to Books for Children.
600p. 0mf. L3 ED 458 518

Teaching with Cats: Integration of Children's Interests and Literature To Enhance Reading Comprehension.
12p. 1mf. L1 ED 458 530

Childrens Rights

Children's Rights: A Quote from Toyohiko Kagawa.
8p. 1mf. L1 ED 458 937

Early Childhood Matters: The Bulletin of the Bernard van Leer Foundation, 2001.
330p. 4mf. L1 ED 458 971

Childrens Writing

Conceptualizations Underlying Emergent Readers' Story Writing. CIERA Report.
22p. 1mf. L1 ED 458 616

Chinese

Repositioned Lives: Language, Ethnicity, and Narrative Identity among Chinese-Vietnamese Community College Students in Los Angeles' San Gabriel Valley.
421p. 5mf. L2 ED 458 796

Christianity

Prejudice or Preference? Attitudes of Gay and Lesbian Christians.
20p. 1mf. L1 ED 458 496

Citizen Participation

Broadening the Bounds of Youth Development: Youth as Engaged Citizens.

Follow-Up of North Carolina Community College Cooperative Education Graduates: Additional Education and Salary Gains.
271p. 3mf. L1 ED 458 904

Cooperative Learning

Collaborative Learning and Interpretation of Literature.
11p. 1mf. L1 ED 458 628

"I Don't Think They Even Exist!" Teaching CMC through CMC: Experiences from a Cross-University Computer-Mediated Communication Class.
23p. 1mf. L1 ED 458 660

Interaction: The Key to Successful Distance Learning.
9p. 1mf. L1 ED 458 870

Cooperative Planning

High Road Partnerships Report: Innovations in Building Good Jobs and Strong Communities.
43p. 1mf. L1 ED 458 355

Partnering for Quality under the Workforce Investment Act: A Tool Kit for One-Stop System Building. Summary of Tools.
44p. 1mf. L1 ED 458 427

Cooperative Programs

Running Start Research and Discussion.
12p. 1mf. L1 ED 458 914

Coordination

Partnering for Quality under the Workforce Investment Act: A Tool Kit for One-Stop System Building. Module 1: Reviewing System-Building Progress and Developing a Blueprint for WIA Transition. Trainer Manual with Participant Workbook.
110p. 2mf. L1 ED 458 422

Coping

Challenges to the Definition of Resilience.
20p. 1mf. L1 ED 458 498

Coping with Unexpected Events: Depression and Trauma.
17p. 1mf. L1 ED 458 452

Family Functioning: Understanding Families and Helping Them Cope. Grow to 5 Module L.
121p. 2mf. L1 ED 458 743

Correctional Education

Education, Disability, and Juvenile Justice: Recommended Practices. Fourth CCBD Mini-Library Series: Addressing the Diverse Needs of Children and Youth with Emotional/Behavioral Disorders--Programs That Work.
49p. 1mf. L2 ED 458 775

Survey of State Correctional Education Systems: Analysis of Data from 1992 Field Test.
106p. 2mf. L1 ED 459 210

Using Correctional Education Data: Issues and Strategies.
57p. 1mf. L1 ED 459 211

Yearbook of Correctional Education, 1998-1999.
235p. 3mf. L1 ED 458 354

Cost Effectiveness

A Cost-Benefit Analysis of Hollow Water's Community Holistic Circle Healing Process.
107p. 2mf. L1 ED 459 018

Reemployment Bonuses in the Unemployment Insurance System: Evidence from Three Field Experiments.
304p. 4mf. L2 ED 458 385

Cost Indexes

Profile.

45p. 1mf. L1 ED 458 728

Computer and Information Technologies: Resources for the Postsecondary Education of Students with Disabilities. Final Report to the Office of Learning Technologies.

149p. 2mf. L1 ED 458 733

Dealing with Behaviors Perceived as Unacceptable in Schools: The Interim Alternative Educational Setting Solution. Fourth CCBD Mini-Library Series: Addressing the Diverse Needs of Children and Youth with Emotional/Behavioral Disorders--Programs That Work.

40p. 1mf. L2 ED 458 774

Discipline in the School. Second Edition.

421p. 0mf. L3 ED 458 750

Education, Disability, and Juvenile Justice: Recommended Practices. Fourth CCBD Mini-Library Series: Addressing the Diverse Needs of Children and Youth with Emotional/Behavioral Disorders--Programs That Work.

49p. 1mf. L2 ED 458 775

Extended School Year. Issues in Education. Technical Assistance Bulletin.

6p. 1mf. L1 ED 458 736

Family Functioning: Understanding Families and Helping Them Cope. Grow to 5 Module L.

121p. 2mf. L1 ED 458 743

HEATH National Resource Directory on Postsecondary Education and Disability, 2001.

52p. 1mf. L1 ED 458 729

Inclusion in Middle Schools. ERIC Digest.

4p. 1mf. L1 ED 459 000

Interim Alternative Educational Settings for Children with Disabilities.

60p. 1mf. L1 ED 458 747

The Involvement of Lay Advocates in Due Process Hearings. Quick Turn Around (QTA).

9p. 1mf. L1 ED 458 753

Models for Reporting the Results of Alternate Assessments within State Accountability Systems. Synthesis Report.

22p. 1mf. L1 ED 458 741

On Infusing Disability Studies into the General Curriculum. On Point...Brief Discussions of Critical Issues in Urban Education.

16p. 1mf. L1 ED 458 737

Performance Assessment System for Students with Disabilities: Introductory. Revised.

99p. 2mf. L1 ED 458 742

Project CATALIST (Collaborative Accommodations Training Accenting Local Instructional Strategies and Technology.) Grant Performance Report for Continuation Funding, Fiscal Year 1997. Postsecondary Education Programs for Individuals with Disabilities.

319p. 4mf. L1 ED 458 726

Publishing Accessible Materials on the Web and CD-ROM.

10p. 1mf. L1 ED 458 734

The Research Exchange, 2001.

66p. 1mf. L1 ED 458 732

Research on Full-Service Schools and Students with Disabilities. ERIC/OSEP Digest.

4p. 1mf. L1 ED 458 749

State and District Assessments as an Avenue to Equity and Excellence for English Language Learners with Disabilities. LEP Projects Report.

30p. 1mf. L1 ED 458 739

Transition Education and Services for Adolescents with Disabilities. Third Edition.

Community College--The First Thirty-Three Years, 1966-1999.
126p. 2mf. L1 ED 458 927

Educational Improvement

A Caribbean Education Strategy.
108p. 2mf. L2 ED 459 121

Children and Families in Urban Schools and Communities Roundtable (Philadelphia, Pennsylvania, November 30-December 1, 2000). Fathers and Families Second-Tier Roundtable Series.
37p. 1mf. L1 ED 459 298

The Development of a Conceptual Framework: The Stimulation for Coherence and Continuous Improvement in Teacher Education.
104p. 0mf. L3 ED 459 141

Improving Student Achievement: Some Structural Incompatibilities.
32p. 1mf. L1 ED 458 692

A Practitioner's Guide to School Community Based Management (SCBM).
11p. 1mf. L1 ED 458 680

The Results Fieldbook: Practical Strategies from Dramatically Improved Schools.
162p. 2mf. L2 ED 458 722

Educational Innovation

For a Better World: Reading and Writing for Social Action.
208p. 0mf. L3 ED 458 561

Organizational Support for Innovation: Perspectives of Community College Faculty.
163p. 2mf. L1 ED 458 899

Policies and Pedagogies for Lifelong Literacy: International Perspectives for the 21st Century. Project No. 2, 2000 Report.
66p. 1mf. L1 ED 458 374

Educational Legislation

Florida Community College System 2001 Substantive Legislative Issue Papers.
36p. 1mf. L1 ED 458 896

Vermont's Act 60: Comprehensive School Finance Reform--Effects in the First Year of Full Implementation.
23p. 1mf. L1 ED 458 676

Vocational Education and Training in Belgium. Second Edition.
145p. 2mf. L1 ED 458 448

Educational Needs

Adult Education and Indigenous Peoples in Brazil. International Survey on Adult Education for Indigenous Peoples. Country Study: Brazil.
47p. 1mf. L1 ED 458 365

Barriers to Equal Education for Aboriginal Learners: A Review of the Literature. A BC Human Rights Commission Report.
72p. 1mf. L1 ED 459 020

Educating California's Future Nursing Work Force. Report of the Chancellor of the California Community Colleges, the Chancellor of the California State University, the President of the University of California, and the President of the Association of Independent Colleges and Universities to the Governor and Legislature.
28p. 1mf. L1 ED 458 360

Our Children's Songs: American Indian Students and the Schools.
8p. 1mf. L1 ED 459 045

Results That Matter: An Approach to Program Quality Using Equipped for the Future.
36p. 1mf. L1 ED 458 397

Special Features of the Finnish Labour Market and Challenges for Education.

Energy Performance of Daylit Schools in North Carolina.
8p. 1mf. L1 ED 458 784

Engineers

From Scarcity to Visibility: Gender Differences in the Careers of Doctoral Scientists and Engineers.
334p. 4mf. L2 ED 458 851

English

NVCC Students in Developmental and ESL Courses: Fall 1995 to Fall 1999. Research Report. Developmental Studies Series.
29p. 1mf. L1 ED 458 905

Today's Students, Tomorrow's Citizens: Pathways for Learning, Language and Reading Comprehension. Alabama High School Graduation Exam.
322p. 4mf. L1 ED 458 532

What's So Irregular about Exception Words? Topics in Early Reading Coherence.
5p. 1mf. L1 ED 458 558

English (Second Language)

Active Listening--Listen, Repeat, Do. Scans Plans Portfolio.
4p. 1mf. L1 ED 458 830

Advanced Studies in EFL Teaching.
31p. 1mf. L1 ED 458 794

An Alternative Model for Novice-Level Elementary ESL Education.
28p. 1mf. L1 ED 458 807

Assessment and Testing in an English Classroom in India.
8p. 1mf. L1 ED 459 205

Beginning To Work with Adult English Language Learners: Some Considerations. ERIC Q & A.
6p. 1mf. L1 ED 458 837

Certificates in English Language Literacies (CELL). Adult Education in the Community.
126p. 2mf. L1 ED 458 835

Certificates in English Language Literacies (CELL). ARIS Information Sheet.
6p. 1mf. L1 ED 458 836

Competing Goals, Competing Discourses: ESL Composition at the Community College.
220p. 3mf. L1 ED 458 897

Completing Interviews. Scans Plans Portfolio.
4p. 1mf. L1 ED 458 829

Factorial Invariance of the Advanced Placement International English Language Exam (APIEL R) across Chinese and German Samples.
26p. 1mf. L1 ED 459 199

Focus Groups with Linguistically Marginalized Populations.
25p. 1mf. L1 ED 458 802

Forty Helpful Hints & Tips, for Making Your ESL Teaching Easier and More Fun!
11p. 1mf. L1 ED 458 845

Identifying Skills and Personal Qualities. Scans Plans Portfolio.
4p. 1mf. L1 ED 458 827

LEP Parent Involvement Project: A Guide for Connecting Immigrant Parents and Schools.
183p. 2mf. L1 ED 458 831

Lifeprints ESL for Adults: Literacy. Multimedia Kit .
0p. 0mf. L3 ED 458 844

Make It and Take It: Computer-Based Resources for Lesson Planning.
43p. 1mf. L1 ED 458 843

Newcomers and the Environment: ESL Textbook with Teaching Guide--Answer Key and ESL Textbook. Advanced Level.

246p. 3mf. L1 ED 458 717

Gender Issues

Boyhood in America: An Encyclopedia. Volumes 1 and 2. The American Family.

845p. 0mf. L3 ED 459 113

Gender-Fair and Gender-Congruent Practices for Young Children's Naturalist Intelligence: From the Perspective of Developmentally and Culturally Appropriate Practice (DCAP).

11p. 1mf. L1 ED 458 944

Girlhood in America: An Encyclopedia. Volumes 1 and 2. The American Family.

773p. 0mf. L3 ED 459 112

General Education

The Financing of Adult Learning in Civil Society: A European Exploratory Study.

146p. 2mf. L1 ED 458 362

Online Testing: The Dog Sat on My Keyboard.

6p. 1mf. L2 ED 459 083

Geographic Regions

A Caribbean Education Strategy.

108p. 2mf. L2 ED 459 121

Gifted

Gifted Children Grown Up.

248p. 0mf. L3 ED 458 764

Global Approach

Community College Model Characteristics.

14p. 1mf. L1 ED 458 893

Cultural Pluriformity: Source of Civilization, Source of Conflicts.

9p. 1mf. L1 ED 459 090

GlobaLinks: Resources for World Studies, Grades K-8.

160p. 0mf. L3 ED 459 105

Social Studies for the Elementary and Middle Grades: A Constructivist Approach.

480p. 0mf. L3 ED 459 110

Global Education

Political Learning in the Historical Context. International Studies in Political Socialisation and Political Education.

137p. 0mf. L3 ED 459 087

Governance

Florida Community College System 2001 Substantive Legislative Issue Papers.

36p. 1mf. L1 ED 458 896

Government Role

The Arctic National Wildlife Refuge: Many Alternatives and One Choice To Make. Lesson Plan.

9p. 1mf. L1 ED 459 098

Law of Empires.

18p. 1mf. L1 ED 459 106

Reinforcing Obligations and Responsibilities between Generations: Policy Options from Cross-National Comparisons. Perspectives.

46p. 1mf. L2 ED 458 935

Government School Relationship

Guide to U.S. Department of Education Programs, 2001.

694p. 0mf. L3 ED 458 885

ICT Europe.edu: Information and Communication Technology in European Education Systems. Survey 4.

165p. 2mf. L1 ED 458 871

Identifying Assessment Needs of Student Affairs Professionals Using a Web-Based Survey.

15p. 1mf. L1 ED 458 465

The Library at the Center of the Web: Information Literacy across the Curriculum in an Age of Connectivity and Chaos.

9p. 1mf. L1 ED 458 886

Ways forward with ICT: Effective Pedagogy Using Information and Communications Technology for Literacy and Numeracy in Primary Schools.

129p. 2mf. L1 ED 458 652

Information Utilization

Evaluating the Use of Student and Parent GEAR UP Survey Summaries in a Rural, Nine-County Region.

19p. 1mf. L1 ED 459 041

Injuries

Stretching & Flexibility: An Interactive Encyclopedia of Stretching. CD-ROM .

0p. 0mf. L3 ED 459 158

Inner City

Beating the Odds: A City-by-City Analysis of Student Performance and Achievement Gaps on State Assessments.

243p. 3mf. L2 ED 459 280

Inquiry

"Heart of Darkness" Webquest: Using Technology To Teach Literary Criticism.

29p. 1mf. L1 ED 458 622

The Research Workshop: Bringing the World into Your Classroom.

224p. 0mf. L3 ED 459 163

Inservice Teacher Education

The Effectiveness of Teacher Resource Centre Strategy. Full Report. Education Research.

259p. 3mf. L1 ED 459 149

Forty Helpful Hints & Tips, for Making Your ESL Teaching Easier and More Fun!

11p. 1mf. L1 ED 458 845

Project CATALIST (Collaborative Accommodations Training Accenting Local Instructional Strategies and Technology.) Grant Performance Report for Continuation Funding, Fiscal Year 1997. Postsecondary Education Programs for Individuals with Disabilities.

319p. 4mf. L1 ED 458 726

Teacher Induction Programs: A Strategy for Improving the Professional Experience of Beginning Career and Technical Education Teachers.

46p. 1mf. L1 ED 458 436

Teacher Learning, Informal and Formal: Results of a Canadian Teachers' Federation Survey. NALL Working Paper.

26p. 1mf. L1 ED 459 169

Institutional Characteristics

Educational Equity in Alabama: What We Learned from Report Card 2000. Research Brief.

39p. 1mf. L2 ED 459 198

High-Performing Schools Serving Mexican American Students: What They Can Teach Us. ERIC Digest.

Research Review for School Leaders. Volume III.
386p. 0mf. L3 ED 458 708

Who's in Charge around Here?
13p. 1mf. L1 ED 458 712

Leadership Qualities

Acting Globally by Thinking Locally--A Postcolonial Partnership.
16p. 1mf. L1 ED 459 028

Current Observations and Future Importance of Leadership Attributes Perceived by Community College Presidents and Vice Presidents for Academic Affairs.
283p. 3mf. L1 ED 458 925

Successful Early Childhood Indigenous Leadership.
8p. 1mf. L1 ED 459 027

Who's in Charge around Here?
13p. 1mf. L1 ED 458 712

Leadership Responsibility

Leadership for Student Learning: Recognizing the State's Role in Public Education. School Leadership for the 21st Century Initiative: A Report of the Task Force on State Leadership.
34p. 1mf. L2 ED 458 683

Leadership for Student Learning: Restructuring School District Leadership. School Leadership for the 21st Century Initiative: A Report of the Task Force on School District Leadership.
40p. 1mf. L2 ED 458 684

Leadership Styles

Transformational Leadership, Student Achievement, and School District Financial and Demographic Factors.
36p. 1mf. L1 ED 458 693

Leadership Training

Broadening the Bounds of Youth Development: Youth as Engaged Citizens.
24p. 1mf. L1 ED 459 089

Learning Activities

Activities That Build the Young Child's Brain.
88p. 1mf. L1 ED 458 941

Buying a Car: Using On-Line Tools. Technology Update.
17p. 1mf. L1 ED 458 391

Dyspraxia 5-11: A Practical Guide.
136p. 0mf. L3 ED 458 781

FUNdamental Movement in Early Childhood.
25p. 1mf. L2 ED 458 984

More Infant and Toddler Experiences.
186p. 2mf. L2 ED 458 934

On Infusing Disability Studies into the General Curriculum. On Point...Brief Discussions of Critical Issues in Urban Education.
16p. 1mf. L1 ED 458 737

SARC Literacy Activities Handbook: Supporting Literacy for People with Intellectual/Developmental Challenges.
412p. 5mf. L1 ED 458 386

Learning Disabilities

Assistive Technology Solutions for IEP Teams.
332p. 0mf. L3 ED 458 769

Classification of Learning Disabilities: An Evidence-Based Evaluation. Executive Summary.
9p. 1mf. L1 ED 458 762

Discrepancy Models in the Identification of Learning Disability. Executive Summary.
9p. 1mf. L1 ED 458 758

Predicting Student Retention and Academic Achievement in Western United States Associate Degree in Nursing Programs.
201p. 3mf. L1 ED 458 911

Real Results, Remaining Challenges: The Story of Texas Education Reform.
37p. 1mf. L1 ED 459 191

The Research Exchange, 2001.
66p. 1mf. L1 ED 458 732

Rights of the Child.
99p. 2mf. L1 ED 459 272

The Role of Education in Preventing Ethnic Conflicts: The Case of Roma in the Czech Republic. GSFI Occasional Paper.
59p. 1mf. L1 ED 459 278

State of Impunity: Human Rights Abuse of Roma in Romania. Country Reports Series.
156p. 2mf. L1 ED 459 305

Misconceptions

An Analysis of Students' Misconceptions Concerning Photosynthesis and Respiration in Plants.
39p. 1mf. L2 ED 459 075

Conceptual Change Text: A Supplementary Material To Facilitate Conceptual Change in Electrochemical Cell Concepts.
23p. 1mf. L2 ED 459 076

Patterns of Drug Use: The Role of Dichotomous Conceptualizations.
12p. 1mf. L1 ED 458 463

Mixed Age Grouping

ERIC/EECE Newsletter, 2001.
14p. 1mf. L1 ED 458 988

Models

Community College Model Characteristics.
14p. 1mf. L1 ED 458 893

The Impact of Quantum Theoretical Models of Consciousness on the Study of Education.
22p. 1mf. L1 ED 459 104

A Model of Mathematics Achievement Using Proficiency Scores.
23p. 1mf. L1 ED 459 216

Models for Reporting the Results of Alternate Assessments within State Accountability Systems. Synthesis Report.
22p. 1mf. L1 ED 458 741

Paradigmatic Differences in Educational Administration: Positivism and Critical Theory.
57p. 1mf. L1 ED 458 706

Updated Catalog of School Reform Models. Program Report.
263p. 3mf. L1 ED 458 703

Why Do Schoolchildren Enjoy Reading? The Construction of an Explanatory Model.
14p. 1mf. L1 ED 458 541

Money Management

Buying a Car: Using On-Line Tools. Technology Update.
17p. 1mf. L1 ED 458 391

SABIS International Charter School: Management Issues and Recommendations.
56p. 1mf. L1 ED 458 681

Montessori Method

Freedom & Responsibility: A Glorious Counterpoint. AMI/USA Conference (Boston, Massachusetts, July 20-23, 2000).
115p. 2mf. L1 ED 458 968

Grace and Courtesy: A Human Responsibility. AMI/USA Conference (Oak Brook, Illinois, July 23-26, 1998).

Washington State. Making Standards Work, 2001.

66p. 1mf. L2 ED 459 188

Performance Accountability Report, 2001: Maryland Public Colleges and Universities. Volumes 1 and 2.

497p. 6mf. L1 ED 458 852

Washington Elementary Schools on the Slow Track under Standards-Based Reform. Making Standards Work, 2001.

40p. 1mf. L2 ED 459 187

Personal Narratives

After Trauma: Rebuild a Life through Career Narratives.

10p. 1mf. L1 ED 458 483

"Theoretically, That's How You Do It...": Using Narratives When Computers Let You Down in the Technology Classroom.

17p. 1mf. L1 ED 458 658

Personality Traits

Conflict Management: Cues and Implications for Managers from Conflict Research.

69p. 1mf. L1 ED 458 415

A Holland Perspective on the U.S. Workforce from 1960-1990. Technical Report.

24p. 1mf. L1 ED 458 417

Personnel Selection

Recruiting Middle Management in Industry: What Kinds of Change in France, Germany and the United Kingdom?

6p. 1mf. L1 ED 458 437

Persuasive Discourse

Aristotle in the Classroom: A Rhetorical Bridge between Literature and Composition.

10p. 1mf. L1 ED 458 624

Phenomenology

Levinas: The Face of Otherness and the Ethics of Therapy.

11p. 1mf. L1 ED 458 457

Philanthropic Foundations

A Century for Children...It Starts with Us. Save the Children 2000 Annual Report.

55p. 1mf. L1 ED 458 963

Foundation for Child Development Annual Report, 2000/2001.

41p. 1mf. L1 ED 458 969

Meeting the Need. Save the Children 1999 Annual Report.

45p. 1mf. L1 ED 458 962

Philippines

Adult Education and Indigenous Peoples in the Philippines. International Survey on Adult Education for Indigenous Peoples. Country Study: The Philippines.

46p. 1mf. L1 ED 458 368

Philosophy

"Mythos" East and West: The Mythic Conceptions of Soul, Rebirth, and Salvation in the "Phaedrus" and the "Bhagavad Gita."

15p. 1mf. L1 ED 458 647

Proceedings of the Midwest Philosophy of Education Society, 1999-2000.

606p. 7mf. L2 ED 459 139

Rhetorical Transcendence Revisited: The "Thin Red Line" as Perennial Philosophy.

9p. 1mf. L1 ED 458 649

Phoneme Grapheme Correspondence

Equality through Access. Annual Report, 2000/01.
24p. 1mf. L1 ED 459 021

Public Colleges

An Analysis of Functional Budget and Expenditure Patterns and Revenue Sources of Tennessee's Public Community Colleges from 1988-89 through 1997-98.
300p. 4mf. L1 ED 458 895

Public Education

The Financing of Adult Learning in Civil Society: A European Exploratory Study.
146p. 2mf. L1 ED 458 362

Poverty, Education and Health in Indonesia: Who Benefits from Public Spending? Working Paper.
64p. 1mf. L2 ED 459 053

Public Health

Alcohol: Controlling the Toxic Spill. An Issue Book for National Issues Forums.
33p. 1mf. L1 ED 459 126

Focus Groups with Linguistically Marginalized Populations.
25p. 1mf. L1 ED 458 802

Healthy People 2000 Final Review: National Health Promotion and Disease Prevention Objectives.
524p. 6mf. L1 ED 459 289

Public Housing

Promoting Employment in Public Housing Communities: Learning from the Jobs-Plus Demonstration. Policy Brief.
8p. 1mf. L1 ED 458 390

Public Libraries

Do It Right! Best Practices for Serving Young Adults in School and Public Libraries. Teens the Library Series.
182p. 0mf. L3 ED 458 880

Public Opinion

Money and Politics: Who Owns Democracy? NIF Report on the Issues, 2001.
31p. 1mf. L1 ED 459 123

Public Policy

After Welfare Reform and an Economic Boom: Why Is Child Poverty Still So Much Higher in the U.S. Than in Europe?
24p. 1mf. L1 ED 459 296

The Arctic National Wildlife Refuge: Many Alternatives and One Choice To Make. Lesson Plan.
9p. 1mf. L1 ED 459 098

Building Services and Systems To Support the Healthy Emotional Development of Young Children: An Action Guide for Policymakers. Promoting the Emotional Well-Being of Children and Families, Policy Paper.
35p. 1mf. L2 ED 459 005

The Child Care Problem: An Economic Analysis.
304p. 0mf. L3 ED 458 975

Dilemmas in Foreign Aid: Debating U.S. Priorities, Policies, and Practices. Teacher's Resource Book and Student Text . Public Policy Debate in the Classroom. Choices for the 21st Century Education Program.
87p. 1mf. L2 ED 459 138

The Financing of Vocational Education and Training in Portugal. Financing Portrait. CEDEFOP Panorama Series.
93p. 1mf. L1 ED 458 449

10p. 1mf. L1 ED 458 508

Remedial Instruction

Non-Returning Developmental English Students at NVCC, Fall 2000. Research Report.

42p. 1mf. L1 ED 458 909

NVCC Students in Developmental and ESL Courses: Fall 1995 to Fall 1999. Research Report. Developmental Studies Series.

29p. 1mf. L1 ED 458 905

Parent, Teacher, and Student Satisfaction with Year-Round School Intersession.

35p. 1mf. L2 ED 458 696

Remedial Mathematics

NVCC Students in Developmental and ESL Courses: Fall 1995 to Fall 1999. Research Report. Developmental Studies Series.

29p. 1mf. L1 ED 458 905

Remedial Programs

A Special Remedy: Roma and Schools for the Mentally Handicapped in the Czech Republic. Country Reports Series.

139p. 2mf. L1 ED 459 273

Remedial Reading

Assessing the Rationales for Educational Reforms: A Test of the Professional Development, Comprehensive Reform, and Direct Instruction Hypotheses. Policy Research Report.

40p. 1mf. L1 ED 458 641

Judgments in Identifying and Teaching Children with Language-Based Reading Difficulties. Executive Summary.

10p. 1mf. L1 ED 458 761

Report Cards

Educational Equity in Alabama: What We Learned from Report Card 2000. Research Brief.

39p. 1mf. L2 ED 459 198

Research

Assessing Research Capacity in Agricultural Education: A Case Study of NCA-24 Institutions.

14p. 1mf. L1 ED 458 862

Assessing Research Capacity in Agricultural Education: A Summary of Twelve Land Grant Program Administrators.

14p. 1mf. L1 ED 458 861

Research Design

Paradigmatic Differences in Educational Administration: Positivism and Critical Theory.

57p. 1mf. L1 ED 458 706

The Research Exchange, 2001.

66p. 1mf. L1 ED 458 732

Research Libraries

ARL: A Bimonthly Newsletter of Research Library Issues and Actions, 2001.

90p. 1mf. L1 ED 458 891

Research Methodology

Adult Education & Social Change. Models for Adult and Lifelong Learning.

130p. 2mf. L1 ED 458 410

Delta Pi Epsilon National Conference. Book of Readings (Nashville, Tennessee, November 15-17, 2001).

149p. 2mf. L1 ED 458 406

Self Efficacy

The Effects of Motivation and Anxiety on Students' Use of Instructor Comments.
26p. 1mf. L1 ED 458 630

Improving Career Self-Efficacy in Emerging Adults with Limited Life Experiences.
7p. 1mf. L1 ED 458 491

Self Esteem

Influence of Achievement Beliefs on Adolescent Girls' Sport Confidence Sources.
25p. 1mf. L1 ED 458 478

Self Evaluation (Groups)

Autism Program Quality Indicators: A Self-Review and Quality Improvement Guide for Schools and Programs Serving Students with Autism Spectrum Disorders.
16p. 1mf. L1 ED 458 767

A Self-Study Guide to Implementation of Inclusive Assessment and Accountability Systems. A Best Practice Approach.
73p. 1mf. L1 ED 459 190

Self Evaluation (Individuals)

How Does Teacher Reflection Affect Teaching Practices? Follow-Up Study.
26p. 1mf. L1 ED 458 527

When Writers Read. Second Edition.
182p. 0mf. L3 ED 458 578

Self Help Programs

The Use of Autobiography in Psychotherapy.
6p. 1mf. L1 ED 458 455

Self Injurious Behavior

Youth Risk Behavior Survey of High School Students Attending Bureau Funded Schools, 2001.
84p. 1mf. L1 ED 459 056

Semantics

An Investigation into How Corpus Analysis May Be Used in the Second Language Classroom To Solve Some of the Problems Surrounding Non-Native Speakers' Understanding of Seemingly Synonymous Words.
17p. 1mf. L1 ED 458 795

Seminars

Electronic Discourses in a Graduate Seminar: MOO Conferences as Liminal Discursive Spaces.
11p. 1mf. L1 ED 458 635

The Management of Curriculum Change and Adaptation in the Gulf Region. Final Report of the Seminar (Muscat, Oman, February 17-21, 2001).
105p. 2mf. L1 ED 458 721

Service Learning

Improving Career Self-Efficacy in Emerging Adults with Limited Life Experiences.
7p. 1mf. L1 ED 458 491

"In Loco Communitas": Service-Learning and the Liberal Arts.
26p. 1mf. L1 ED 458 654

Linking Service-Learning and School-to-Work: Policy, Partnerships and Practice To Help All Students Succeed.
33p. 1mf. L1 ED 458 441

Function on Grade Level in Gateway Grades.
13p. 1mf. L1 ED 458 704

Emphasis Placed on Current Assessment Procedures Affects the Way Teachers Teach.
43p. 1mf. L1 ED 458 632

The Identification of "Need" in Reading.
10p. 1mf. L1 ED 458 533

Judging the Judges: An Analysis of Ballots in Impromptu and Extemporaneous Speaking.
18p. 1mf. L1 ED 458 634

Principles and Practise of Fair Assessment.
13p. 1mf. L1 ED 459 309

Rasch Based Analysis of Oral Presentation Assessment for Item Banking.
13p. 1mf. L1 ED 458 821

Teacher Predictions of Young Children's Literacy Success or Failure in Four Primary Schools.
18p. 1mf. L1 ED 458 612

Using Rubrics. Teacher to Teacher.
5p. 1mf. L1 ED 458 392

Using the Basic Academic Skills Samples (BASS) To Evaluate the Impact of Early Literacy Intervention Programs. Policy Research Report.
39p. 1mf. L1 ED 458 642

Student Evaluation of Teacher Performance

Relationships between In-Course Alignment Indicators and Post-Course Criteria of Quality Teaching and Learning in Higher Education.
9p. 1mf. L1 ED 458 863

Student Experience

Reading Lives: Working-Class Children and Literacy Learning. Language and Literacy Series.
180p. 0mf. L3 ED 459 284

Student Financial Aid

Federal Student Aid, 1997. CD-ROM .
0p. 0mf. L3 ED 458 860

Funding Your Education: 2002/2003.
21p. 1mf. L1 ED 458 859

Guia para estudiantes: Ayuda economica, 2002-2003 (The Student Guide: Financial Aid, 2002-2003).
45p. 1mf. L1 ED 458 867

Pathways to Career Success for Minorities: A Resource Guide to Colleges, Financial Aid, and Work.
378p. 0mf. L3 ED 458 403

The Student Guide: Financial Aid, 2002-2003.
41p. 1mf. L1 ED 458 858

Student Improvement

Accountability.
34p. 1mf. L1 ED 458 714

Student Interests

Competent Children at 10: Families, Early Education, and Schools.
306p. 4mf. L2 ED 458 957

Ten Years Old & Competent. The Fourth Stage of the Competent Children Project: A Summary of the Main Findings.
37p. 1mf. L2 ED 458 958

Student Motivation

Calibrating a Measure of Motivation in Using Technology.
17p. 1mf. L1 ED 458 874

Phonics Activities in the Reading Curriculum.
10p. 1mf. L1 ED 458 546

Reading: Intrinsic versus Extrinsic Motivation.
8p. 1mf. L1 ED 458 566

Testing Problems

Read-Aloud Accommodation: Effects on Multiple-Choice Reading and Math Items. Technical Report.
31p. 1mf. L1 ED 458 740

Testing Programs

Colorado Student Assessment Program Technical Report, 2000.
140p. 2mf. L1 ED 459 186

Guide to Interpreting the 1999 MCAS Reports for Schools and Districts. Massachusetts Comprehensive Assessment System.
59p. 1mf. L1 ED 459 185

MCAS Technical Report, 1999. Massachusetts Comprehensive Assessment System.
112p. 2mf. L1 ED 459 184

Understanding the 1999 MCAS Student Report for Parents/Guardians. The Massachusetts Comprehensive Assessment System.
11p. 1mf. L1 ED 459 183

Tests

Online Testing: The Dog Sat on My Keyboard.
6p. 1mf. L2 ED 459 083

Today's Students, Tomorrow's Citizens: Pathways for Learning, Language and Reading Comprehension. Alabama High School Graduation Exam.
322p. 4mf. L1 ED 458 532

Theater Arts

Colorado Model Content Standards for Theatre: Suggested Grade Level Expectations.
22p. 1mf. L1 ED 458 639

Colorado Model Content Standards for Theatre: Voluntary Theatre Standards.
19p. 1mf. L1 ED 458 640

Standards of Learning Covered by Study of "Mutsmag" and "Ashpet" Dramatizations.
9p. 1mf. L1 ED 458 661

Thematic Approach

Poems by Adolescents and Adults: A Thematic Collection for Middle School and High School.
270p. 3mf. L1 ED 458 627

Theory Practice Relationship

Applying the Principles of Youth Development to Youth Opportunities Grants, WIA Formula Funded Programs & Community-Based Youth Programs.
14p. 1mf. L2 ED 458 429

Learning Disabilities as Operationally Defined by Schools. Executive Summary.
10p. 1mf. L1 ED 458 759

Literacy and the Curriculum: Success in Senior Secondary Schooling.
200p. 0mf. L3 ED 458 517

Models for Strategic Program Development. Proceedings of the Annual Meeting of the Council for Programs in Technical and Scientific Communication (27th, Menomonie, Wisconsin, October 19-21, 2000).
136p. 2mf. L1 ED 458 651

84p. 1mf. L1 ED 458 542

Supporting Struggling Readers and Writers: Strategies for Classroom Intervention 3-6.

264p. 0mf. L3 ED 458 548

Writing Evaluation

Making Writing Instruction Work. Issue Brief.

7p. 1mf. L2 ED 458 572

Writing Exercises

When I Whisper, Nobody Listens: Helping Young People Write about Difficult Issues.

136p. 0mf. L3 ED 458 598

Writing for Publication

"Based on a True-Story": Using "The Ballad of Frankie Silver" To Teach the Conventions of Narrative.

11p. 1mf. L1 ED 458 620

Originality and Creativity.

9p. 1mf. L1 ED 458 582

Writing Improvement

Improving Standards of Literacy and Numeracy in the Early Years of Primary School: Preliminary Findings from the National Evaluation of the Early Intervention Programme in Scotland.

7p. 1mf. L2 ED 458 606

Writing Workshop: The Essential Guide.

163p. 0mf. L3 ED 458 608

Writing Instruction

Aristotle in the Classroom: A Rhetorical Bridge between Literature and Composition.

10p. 1mf. L1 ED 458 624

Assistive Technology Solutions for IEP Teams.

332p. 0mf. L3 ED 458 769

Composition and Sustainability: Teaching for a Threatened Generation. Refiguring English Studies.

274p. 3mf. L1 ED 458 601

Contemporary Composition Studies: A Guide to Theorists and Terms.

330p. 0mf. L3 ED 458 577

Dixie Goswami and Write To Change: Connecting Learners.

8p. 1mf. L1 ED 458 625

Does It Matter What I Think? An Exploration of Teachers' Constructions of Literacy and Their Classroom Practices.

25p. 1mf. L1 ED 458 603

Early Literacy Instruction in Kindergarten.

110p. 2mf. L1 ED 458 590

Electronic Discourses in a Graduate Seminar: MOO Conferences as Liminal Discursive Spaces.

11p. 1mf. L1 ED 458 635

Holy Mitosis Batman, It's a Gamete: Blending (Bending) the Research Genre.

17p. 1mf. L1 ED 458 618

Linking Writing to the Process of Scientific Inquiry: Strategies from Writing Teachers in the Disciplines.

13p. 1mf. L1 ED 458 655

Literacy at Transition: The Problem of the Developing Writer.

14p. 1mf. L1 ED 458 614

Making Writing Instruction Work. Issue Brief.

7p. 1mf. L2 ED 458 572

Scribble Scrabble--Learning To Read and Write: Success with Diverse Teachers, Children, and Families.

168p. 0mf. L3 ED 458 946

A Solid Foundation: Supportive Contexts for Early Literacy

Action Research

An Action Research Perspective of Making Connections between Science and Mathematics in a Science Methods Course.
22p. 1mf. L1 ED 459 071

Active Learning

Learning by Doing: The Role of Active Learning in the Reform Movement.
5p. 1mf. L1 ED 459 084

Activism

Broadening the Bounds of Youth Development: Youth as Engaged Citizens.
24p. 1mf. L1 ED 459 089

Activity Units

More Infant and Toddler Experiences.
186p. 2mf. L2 ED 458 934

Adaptive Testing

A-Stratified Computerized Adaptive Testing with Unequal Item Exposure across Strata.
31p. 1mf. L2 ED 459 213

Adjustment (to Environment)

Challenges to the Definition of Resilience.
20p. 1mf. L1 ED 458 498

Administration

Freedom & Responsibility: A Glorious Counterpoint. AMI/USA Conference (Boston, Massachusetts, July 20-23, 2000).
115p. 2mf. L1 ED 458 968

Administrative Principles

Leadership A to Z: A Guide for the Appropriately Ambitious. Jossey-Bass Business & Management Series.
332p. 4mf. L1 ED 458 690

Administrator Attitudes

Current Observations and Future Importance of Leadership Attributes Perceived by Community College Presidents and Vice Presidents for Academic Affairs.
283p. 3mf. L1 ED 458 925

Evaluating the Use of Student and Parent GEAR UP Survey Summaries in a Rural, Nine-County Region.
19p. 1mf. L1 ED 459 041

Leadership for Student Learning: Reinventing the Principalship. School Leadership for the 21st Century Initiative: A Report of the Task Force on the Principalship.
32p. 1mf. L2 ED 458 685

The Presence of Strategies and Conditions for Integrating Academic and Career and Technical Education.
7p. 1mf. L1 ED 458 413

Transformational Leadership, Student Achievement, and School District Financial and Demographic Factors.
36p. 1mf. L1 ED 458 693

Tribal College and University Accreditation: A Comparative Study.
265p. 3mf. L2 ED 458 866

Administrator Education

Leadership for Student Learning: Reinventing the Principalship. School Leadership for the 21st Century Initiative: A Report of the Task Force on the Principalship.

with Limited English Proficiency.
16p. 1mf. L1 ED 458 797

IDRA Newsletter, 2001.
155p. 2mf. L1 ED 459 044

Multilingual Literacies in the Primary Classroom: Making the Connections.
10p. 1mf. L1 ED 458 824

Biology

An Analysis of Students' Misconceptions Concerning Photosynthesis and Respiration in Plants.
39p. 1mf. L2 ED 459 075

Effectiveness of Conceptual Change Text Oriented Instruction on Students' Understanding of Cellular Respiration Concepts.
49p. 1mf. L2 ED 459 077

Bisexuality

Lesbian, Gay, Bisexual, and Transgender Rights: A Human Rights Perspective. Human Rights Education Series, Topic Book.
119p. 2mf. L2 ED 459 127

What Schools Need To Know: LGBT Students and the Law.
15p. 1mf. L1 ED 459 295

Zero Indifference: A How-To Guide for Ending Name-Calling in Schools.
16p. 1mf. L1 ED 459 297

Black Dialects

Linguistic Perspectives on African American Vernacular English and Implications for the Language Arts Classroom.
33p. 1mf. L1 ED 458 811

Pedagogy for Adult Learners: Methods and Strategies. Models for Adult and Lifelong Learning.
162p. 2mf. L1 ED 458 411

Black Education

Pedagogy for Adult Learners: Methods and Strategies. Models for Adult and Lifelong Learning.
162p. 2mf. L1 ED 458 411

Black Family

Counseling African American Families. The Family Psychology and Counseling Series.
110p. 2mf. L2 ED 458 514

Black Students

Closing the Achievement Gap: Views from Nine Schools.
24p. 1mf. L1 ED 459 302

Culturally and Linguistically Diverse Students with Behavioral Disorders. Fourth CCBD Mini-Library Series: Addressing the Diverse Needs of Children and Youth with Emotional/Behavioral Disorders--Programs That Work.
80p. 1mf. L2 ED 458 778

Helping To Establish a Culture of Learning and Teaching in South Africa. Education Africa Forum. Second Edition.
0p. 0mf. L3 ED 459 143

March toward Excellence: School Success and Minority Student Achievement in Department of Defense Schools. A Report to the National Education Goals Panel. Lessons from the States.
87p. 1mf. L1 ED 459 218

State Summary of Alabama. Ed Watch Online.
27p. 1mf. L1 ED 459 221

State Summary of Alaska. Ed Watch Online.
27p. 1mf. L1 ED 459 222

State Summary of Arizona. Ed Watch Online.

24p. 1mf. L1 ED 459 089

A Guide for the Powerless and Those Who Don't Know Their Own Power: A Primer on the American Political Process.

65p. 1mf. L1 ED 459 088

Money and Politics: Who Owns Democracy? NIF Report on the Issues, 2001.

31p. 1mf. L1 ED 459 123

Re-Discovering the American Public Forum: The Role of Academic Debate.

13p. 1mf. L1 ED 458 667

Citizenship Education

Evaluation of Website: www.doe.state.in.us/charactered for Indiana Clearinghouse for Citizenship and Character Education.

13p. 1mf. L1 ED 458 637

Research Review for School Leaders. Volume III.

386p. 0mf. L3 ED 458 708

Civil Liberties

Equality through Access. Annual Report, 2000/01.

24p. 1mf. L1 ED 459 021

Fifty Years of the European Convention on Human Rights.

37p. 1mf. L2 ED 459 120

Heroes and Terrorists: ELA for the 21st Century.

19p. 1mf. L1 ED 458 593

The Human Rights Education Handbook: Effective Practices for Learning, Action, and Change. Human Rights Education Series, Topic Book.

172p. 2mf. L2 ED 459 128

Lesbian, Gay, Bisexual, and Transgender Rights: A Human Rights Perspective. Human Rights Education Series, Topic Book.

119p. 2mf. L2 ED 459 127

Rights of the Child.

99p. 2mf. L1 ED 459 272

State of Impunity: Human Rights Abuse of Roma in Romania. Country Reports Series.

156p. 2mf. L1 ED 459 305

Civil Rights

A Special Remedy: Roma and Schools for the Mentally Handicapped in the Czech Republic. Country Reports Series.

139p. 2mf. L1 ED 459 273

Class Activities

Activities That Build the Young Child's Brain.

88p. 1mf. L1 ED 458 941

FUNdamental Movement in Early Childhood.

25p. 1mf. L2 ED 458 984

Make It and Take It: Computer-Based Resources for Lesson Planning.

43p. 1mf. L1 ED 458 843

Classification

Classification of Learning Disabilities: An Evidence-Based Evaluation. Executive Summary.

9p. 1mf. L1 ED 458 762

Discrepancy Models in the Identification of Learning Disability. Executive Summary.

9p. 1mf. L1 ED 458 758

Responsiveness to Intervention: An Alternative Approach to the Identification of Learning Disabilities. Executive Summary.

9p. 1mf. L1 ED 458 755

A Taxonomy of Career Development Interventions That Occur in U.S. Secondary Schools.

Holiday Market Basket Information. Lesson Plan.
6p. 1mf. L1 ED 459 099

Lesson on Demand. Lesson Plan.
5p. 1mf. L1 ED 459 103

Counseling

Asian American College Students' Beliefs and Perceptions of Therapy.
35p. 1mf. L1 ED 458 474

Counseling African American Families. The Family Psychology and Counseling Series.
110p. 2mf. L2 ED 458 514

Counselors Finding Their Way.
260p. 3mf. L2 ED 458 479

Counselors' Perceptions of Court-Referred and Non Court-Referred Drug Clients.
9p. 1mf. L1 ED 458 509

Poverty and Depression among Men: The Social Class Worldview Model and Counseling Implications.
13p. 1mf. L1 ED 458 473

Psychotherapy in an International Setting: A Malaysian Perspective.
10p. 1mf. L1 ED 458 470

The Use of Autobiography in Psychotherapy.
6p. 1mf. L1 ED 458 455

What Can Happen to Abused Children When They Grow Up--If No One Notices, Listens or Helps? Some Statistics from the Research.
18p. 1mf. L1 ED 458 451

Counseling Effectiveness

Perceived Counselor Acculturation Levels: Their Pertinence to Caucasian Client Expectations.
33p. 1mf. L1 ED 458 477

Counseling Techniques

Providing Career Counseling to Lesbian Women.
17p. 1mf. L1 ED 458 442

Teaching Narrative in Psychology: Scholarly Foundations and Advisement Resources.
16p. 1mf. L1 ED 458 467

Counseling Theories

Levinas: The Face of Otherness and the Ethics of Therapy.
11p. 1mf. L1 ED 458 457

Teaching Narrative in Psychology: Scholarly Foundations and Advisement Resources.
16p. 1mf. L1 ED 458 467

Counselor Attitudes

Counselors' Perceptions of Court-Referred and Non Court-Referred Drug Clients.
9p. 1mf. L1 ED 458 509

Measuring Counselor Competence with Lesbian/Gay/Bisexual Clients: Implications for Multicultural Training.
15p. 1mf. L1 ED 458 454

Counselor Characteristics

Measuring Counselor Competence with Lesbian/Gay/Bisexual Clients: Implications for Multicultural Training.
15p. 1mf. L1 ED 458 454

Counselor Client Relationship

Counselors' Perceptions of Court-Referred and Non Court-Referred

422p. 0mf. L3 ED 458 389

Veterans' Employment and Training Service: Flexibility and Accountability Needed To Improve Service to Veterans. Report to the Chairman, Subcommittee on Oversight and Investigations, Committee on Veterans' Affairs, House of Representatives.
40p. 1mf. L1 ED 458 399

Disability Identification

Addressing the Issue of Disproportionate Representation: Identification and Assessment of Culturally Diverse Students with Emotional or Behavioral Disorders. Fourth CCBD Mini-Library Series: Addressing the Diverse Needs of Children and Youth with Emotional/Behavioral Disorders--Programs that Work.
74p. 1mf. L2 ED 458 779

Classification of Learning Disabilities: An Evidence-Based Evaluation. Executive Summary.
9p. 1mf. L1 ED 458 762

Discrepancy Models in the Identification of Learning Disability. Executive Summary.
9p. 1mf. L1 ED 458 758

Empirical and Theoretical Support for Direct Diagnosis of Learning Disabilities by Assessment of Intrinsic Processing Weaknesses. Executive Summary.
7p. 1mf. L1 ED 458 760

Judgments in Identifying and Teaching Children with Language-Based Reading Difficulties. Executive Summary.
10p. 1mf. L1 ED 458 761

Learning Disabilities as Operationally Defined by Schools. Executive Summary.
10p. 1mf. L1 ED 458 759

Responsiveness to Intervention: An Alternative Approach to the Identification of Learning Disabilities. Executive Summary.
9p. 1mf. L1 ED 458 755

Discipline

Dealing with Behaviors Perceived as Unacceptable in Schools: The Interim Alternative Educational Setting Solution. Fourth CCBD Mini-Library Series: Addressing the Diverse Needs of Children and Youth with Emotional/Behavioral Disorders--Programs That Work.
40p. 1mf. L2 ED 458 774

Discipline for Life: Getting It Right with Children.
282p. 3mf. L2 ED 458 959

Discipline in the School. Second Edition.
421p. 0mf. L3 ED 458 750

Discipline Policy

Discipline in the School. Second Edition.
421p. 0mf. L3 ED 458 750

Discourse Communities

Computer Mediated Linguistic Interaction as a Tool for the Social Construction of Knowledge.
8p. 1mf. L1 ED 458 670

Discourse Modes

Aristotle in the Classroom: A Rhetorical Bridge between Literature and Composition.
10p. 1mf. L1 ED 458 624

Critical Theory & Textual Arguments: Expanding Habermas's Analysis of Literary Claims.
13p. 1mf. L1 ED 458 646

Distance Education

18p. 1mf. L1 ED 458 370

Tribal-State Partnerships: Assuring Success in Indian Education. Report of the Arizona Indian Town Hall (20th, Phoenix, Arizona, June 20-21, 2000).

7p. 1mf. L1 ED 459 016

Educational Objectives

Results That Matter: An Approach to Program Quality Using Equipped for the Future.

36p. 1mf. L1 ED 458 397

A Test of the Instructional Strategy of Using Advance Organizers.

16p. 1mf. L1 ED 459 206

Educational Philosophy

The Feeling Dimension in Reading.

10p. 1mf. L1 ED 458 523

An Intellectual Biography of Ivan Illich.

116p. 2mf. L1 ED 458 393

Paradigmatic Differences in Educational Administration: Positivism and Critical Theory.

57p. 1mf. L1 ED 458 706

Politicization and Democratization of Adult Education. Models for Adult and Lifelong Learning.

122p. 2mf. L1 ED 458 412

Educational Planning

Adult Education at Work: A Collaborative Resource Addressing the Changing World of Work and Learning.

155p. 2mf. L1 ED 458 356

Creative and Inclusive Strategies for Lifelong Learning: Report of International Roundtable (Hamburg, Germany, November 27-29, 2000).

123p. 2mf. L1 ED 458 361

A District Level Planning Model.

24p. 1mf. L1 ED 458 697

District of Columbia Early Care and Education Strategic Plan.

63p. 1mf. L1 ED 458 987

Educating California's Future Nursing Work Force. Report of the Chancellor of the California Community Colleges, the Chancellor of the California State University, the President of the University of California, and the President of the Association of Independent Colleges and Universities to the Governor and Legislature.

28p. 1mf. L1 ED 458 360

Final Report of the Strategic Plan Working Group to the Minister of Education.

52p. 1mf. L1 ED 458 954

Florida Community College System Governance Survey. Data Trend.

12p. 1mf. L1 ED 458 910

Mission College Educational and Facilities Master Plan.

573p. 6mf. L1 ED 458 929

Educational Policy

Adult Education and Indigenous Peoples in Brazil. International Survey on Adult Education for Indigenous Peoples. Country Study: Brazil.

47p. 1mf. L1 ED 458 365

Adult Education and Indigenous Peoples in Canada. International Survey on Adult Education for Indigenous Peoples. Country Study: Canada.

88p. 1mf. L1 ED 458 366

Adult Education and Indigenous Peoples in Norway. International Survey on Adult Education for Indigenous Peoples. Country Study: Norway.

138p. 2mf. L1 ED 458 841

Newcomers and the Environment: Teaching Guide--Answer Key and ESL Textbook. Intermediate Level.

85p. 1mf. L1 ED 458 840

NVCC Students in Developmental and ESL Courses: Fall 1995 to Fall 1999. Research Report. Developmental Studies Series.

29p. 1mf. L1 ED 458 905

Reasons for and Solutions to Lack of Parent Involvement of Parents of Second Language Learners.

17p. 1mf. L1 ED 458 956

Successful Instruction for Literacy-Level Adults. CARLA Working Paper.

71p. 1mf. L1 ED 458 839

Teaching Latinos Everyday Language Skills. Instructor and Student Workbook.

368p. 0mf. L3 ED 458 842

Teaching Pronunciation: A Guide for Teachers of English as a Second Language. CD-ROM .

0p. 0mf. L3 ED 458 838

Technology-Enhanced Learning Environments. Case Studies in TESOL Practice Series.

192p. 2mf. L2 ED 458 793

What We Know after a Decade of Hong Kong Extensive Reading Scheme.

19p. 1mf. L1 ED 458 806

WorkStyles: Pre-Employment for the Low Level English Speaker.

5p. 1mf. L1 ED 458 828

English Curriculum

Composition and Sustainability: Teaching for a Threatened Generation. Refiguring English Studies.

274p. 3mf. L1 ED 458 601

Sharing Culture? Sharing Texts in Seven to Ten English.

10p. 1mf. L1 ED 458 583

English for Academic Purposes

Nominalized Writing: Approximating Academic Register.

16p. 1mf. L1 ED 458 813

English for Special Purposes

Advanced Studies in EFL Teaching.

31p. 1mf. L1 ED 458 794

English Education and Communication Studies: Ambiguity in the International Airway.

15p. 1mf. L1 ED 458 629

Teach ESP through Critical Thinking and Problem-Solving Skills.

11p. 1mf. L1 ED 458 801

English Instruction

Brave New Voices: The YOUTH SPEAKS Guide to Teaching Spoken Word Poetry.

120p. 0mf. L3 ED 458 653

Collaborative Learning and Interpretation of Literature.

11p. 1mf. L1 ED 458 628

"Heart of Darkness" Webquest: Using Technology To Teach Literary Criticism.

29p. 1mf. L1 ED 458 622

Making Learning Happen: Strategies for an Interactive Classroom.

112p. 0mf. L3 ED 458 588

Phonics Rules. Topics in Early Reading Coherence.

6p. 1mf. L1 ED 458 560

Standards of Learning Covered by Study of "Mutsmag" and "Ashpet" Dramatizations.

9p. 1mf. L1 ED 458 661

365p. 4mf. L1 ED 458 679

Leadership for Student Learning: Recognizing the State's Role in Public Education. School Leadership for the 21st Century Initiative: A Report of the Task Force on State Leadership.

34p. 1mf. L2 ED 458 683

School Choice and Government Reform: Pillars of an Urban Renaissance. Civic Bulletin.

13p. 1mf. L1 ED 459 285

Grade 7

The Effects of Classroom Competition on Achievement Motivation.

27p. 1mf. L1 ED 458 511

Grading

Addendum to Improving Classroom Assessment: A Toolkit for Professional Developers.

56p. 1mf. L1 ED 459 195

Graduate Students

Assessment and the Adult Learner: Does Authentic Assessment Influence Learning?

22p. 1mf. L1 ED 459 208

Electronic Discourses in a Graduate Seminar: MOO Conferences as Liminal Discursive Spaces.

11p. 1mf. L1 ED 458 635

Increasing and Decreasing Anxiety: A Study of Doctoral Students in Education Research Courses.

18p. 1mf. L1 ED 459 214

Integrating Four Courses into a 12 Credit Hour Block of Instruction in an On-Line Format as Part of a Master's Program in Educational Administration.

33p. 1mf. L1 ED 458 864

Graduate Surveys

Follow-Up of North Carolina Community College Cooperative Education Graduates: Additional Education and Salary Gains.

271p. 3mf. L1 ED 458 904

Lane Community College Student Follow-Up Study, Spring 2001. 1999-2000 Students: One Year Later.

98p. 2mf. L1 ED 458 908

UA Key Student Outcomes Indicators: A Comparative Analysis of Alumni Survey Responses by Survey Year Cohort & College, 1997-2000.

181p. 2mf. L1 ED 459 203

Graduation Requirements

Today's Students, Tomorrow's Citizens: Pathways for Learning, Language and Reading Comprehension. Alabama High School Graduation Exam.

322p. 4mf. L1 ED 458 532

Grammar

Assistive Technology Solutions for IEP Teams.

332p. 0mf. L3 ED 458 769

Writing Achievement in Technical Education.

8p. 1mf. L1 ED 458 587

Grandparents Raising Grandchildren

Healthy Ties: Ensuring Health Coverage for Children Raised by Grandparents and Other Relatives. A Look at Medicaid and CHIP Enrollment in the States.

134p. 2mf. L2 ED 458 933

Grants

4p. 1mf. L1 ED 459 048

Institutional Cooperation

Annual Report to the Ministry of Advanced Education, Training and Technology, 2000-2001.

30p. 1mf. L1 ED 458 922

Running Start Research and Discussion.

12p. 1mf. L1 ED 458 914

University and Community College Systems of Nevada Report on Articulation and Transfer.

9p. 1mf. L1 ED 458 902

Institutional Evaluation

Mission College Institutional Self-Study in Support of Reaffirmation of Accreditation.

244p. 3mf. L1 ED 458 913

Institutional Mission

Mission College Educational and Facilities Master Plan.

573p. 6mf. L1 ED 458 929

Transforming a Community College in Support of Learning: A Case Study.

278p. 3mf. L1 ED 458 915

Truckee Meadows Community College Faculty & Staff Climate Survey, Fall 2000.

12p. 1mf. L1 ED 458 900

Instruction

The Beat of a Different Drummer: Essays on Educational Renewal in Honor of John I. Goodlad.

318p. 0mf. L3 ED 458 687

Contemporary Curriculum Discourses: Twenty Years of JCT. Counterpoints: Studies in the Postmodern Theory of Education.

578p. 0mf. L3 ED 458 688

The Extra-Ordinary School: Parergonality & Pedagogy. Counterpoints: Studies in the Postmodern Theory of Education.

212p. 0mf. L3 ED 458 686

Instructional Design

Cognitively Guided Instruction & Systemic Reform.

32p. 1mf. L1 ED 458 716

Expert Review at a Distance: A Hybrid Approach.

18p. 1mf. L1 ED 458 869

Interaction: The Key to Successful Distance Learning.

9p. 1mf. L1 ED 458 870

SCANS-Related, Project-Based Instruction and Learning in Adult Education: A Professional Development Packet.

117p. 2mf. L1 ED 458 416

Instructional Development

The Nature of Transformation: Environmental Adult Education. Second Edition.

106p. 0mf. L3 ED 458 371

Instructional Effectiveness

Assessing Methods of Teaching in the Elementary School.

9p. 1mf. L1 ED 458 589

Cognitively Guided Instruction & Systemic Reform.

32p. 1mf. L1 ED 458 716

Drama and Primary Science.

13p. 1mf. L1 ED 458 643

The Effectiveness of Summer School in Getting Students To Function on Grade Level in Gateway Grades.

13p. 1mf. L1 ED 458 704

Early Identification and Intervention for Young Children with Reading/Learning Disabilities. Executive Summary.
11p. 1mf. L1 ED 458 757

The Effects of Combined Content Enhancements on the Performance of Students with Learning Disabilities.
133p. 2mf. L2 ED 458 765

Empirical and Theoretical Support for Direct Diagnosis of Learning Disabilities by Assessment of Intrinsic Processing Weaknesses. Executive Summary.
7p. 1mf. L1 ED 458 760

Learning Disabilities as Operationally Defined by Schools. Executive Summary.
10p. 1mf. L1 ED 458 759

Learning Disabilities: Historical Perspectives. Executive Summary.
9p. 1mf. L1 ED 458 756

Readings about Children and Youth with Learning Disabilities. ERIC Mini-Bib.
4p. 1mf. L1 ED 458 754

Responsiveness to Intervention: An Alternative Approach to the Identification of Learning Disabilities. Executive Summary.
9p. 1mf. L1 ED 458 755

Learning Modules

Certificates in English Language Literacies (CELL). Adult Education in the Community.
126p. 2mf. L1 ED 458 835

Innovations: The Comprehensive Infant & Toddler Curriculum. Trainer's Guide.
238p. 3mf. L2 ED 458 980

LEP Parent Involvement Project: A Guide for Connecting Immigrant Parents and Schools.
183p. 2mf. L1 ED 458 831

Learning Motivation

Calibrating a Measure of Motivation in Using Technology.
17p. 1mf. L1 ED 458 874

The Effects of Classroom Competition on Achievement Motivation.
27p. 1mf. L1 ED 458 511

The Impact of Aging on Education.
14p. 1mf. L1 ED 458 405

Learning Problems

The Impact of Aging on Education.
14p. 1mf. L1 ED 458 405

Learning Strategies

Assessing Methods of Teaching in the Elementary School.
9p. 1mf. L1 ED 458 589

Building Reading Proficiency at the Secondary Level: A Guide to Resources. Introduction.
150p. 2mf. L1 ED 458 562

Education for 2001 and Beyond: Imperatives and Possibilities. Outcomes from the ACE "Education 2000" International Conference.
65p. 1mf. L1 ED 458 691

A Handbook for Classroom Instruction That Works.
395p. 5mf. L2 ED 459 151

Making Learning Happen: Strategies for an Interactive Classroom.
112p. 0mf. L3 ED 458 588

What We Know About: Helping Middle and High School Readers--Teaching and Learning Strategies across the Curriculum.
80p. 0mf. L3 ED 458 550

Learning Theories

137p. 2mf. L1 ED 458 967

Moral Values

The Moral Stake in Education: Contested Premises and Practices.

304p. 0mf. L3 ED 459 180

Mothers

Nosotras viviremos. Los consejos: A Capacity Building Training Manual for Working with Latina Farmworking Mothers and Mentors of Girls.

138p. 2mf. L2 ED 459 144

Nosotras viviremos. Los consejos: Un manual de capacitacion para trabajar con madres latinas campesinas (A Capacity Building Training Manual for Working with Latina Farmworking Mothers and Mentors of Girls).

138p. 2mf. L2 ED 459 181

Parenting Practices and Children's Participation in Planning.

9p. 1mf. L1 ED 458 996

WIC in Native American Communities: Building a Healthier America. Report Summary.

19p. 1mf. L1 ED 459 050

Motivation Techniques

What's Right about the Principalship?

16p. 1mf. L1 ED 458 710

Movement Education

Dyspraxia 5-11: A Practical Guide.

136p. 0mf. L3 ED 458 781

FUNdamental Movement in Early Childhood.

25p. 1mf. L2 ED 458 984

Multicultural Education

GlobaLinks: Resources for World Studies, Grades K-8.

160p. 0mf. L3 ED 459 105

Living (and Teaching) in an Unjust World: New Perspectives on Multicultural Education.

224p. 0mf. L3 ED 459 111

Multicultural Education: A Caring-Centered, Reflective Approach.

284p. 0mf. L3 ED 459 177

Questionnaire Surveys: Four Survey Instruments in Educational Research.

39p. 1mf. L1 ED 459 215

Research Review for School Leaders. Volume III.

386p. 0mf. L3 ED 458 708

Write Me In: Inclusive Texts in the Primary Classroom.

124p. 2mf. L1 ED 458 607

Multigraded Classes

Multi-Grade Teaching: A Review of Research and Practice. Education Research.

74p. 1mf. L1 ED 459 042

Multilingualism

Multilingual Literacies in the Primary Classroom: Making the Connections.

10p. 1mf. L1 ED 458 824

Repositioned Lives: Language, Ethnicity, and Narrative Identity among Chinese-Vietnamese Community College Students in Los Angeles' San Gabriel Valley.

421p. 5mf. L2 ED 458 796

Multiple Intelligences

Heroes and Terrorists: ELA for the 21st Century.

What's So Irregular about Exception Words? Topics in Early Reading Coherence.
5p. 1mf. L1 ED 458 558

Phonetics

Language Experience and the Representation of Phonology in an Unknown Language.
18p. 1mf. L1 ED 458 823

Phonics

Early Identification and Intervention for Young Children with Reading/Learning Disabilities. Executive Summary.
11p. 1mf. L1 ED 458 757

Phonics Exposed: Understanding and Resisting Systematic Direct Intense Phonics Instruction.
18p. 1mf. L1 ED 458 564

Phonics Rules. Topics in Early Reading Coherence.
6p. 1mf. L1 ED 458 560

Put Reading First: The Research Building Blocks for Teaching Children To Read. Kindergarten through Grade 3.
62p. 1mf. L1 ED 458 536

What Does a "Balanced Literacy Approach" Mean? Topics in Early Reading Coherence.
7p. 1mf. L1 ED 458 555

Phonology

Language Experience and the Representation of Phonology in an Unknown Language.
18p. 1mf. L1 ED 458 823

Photographs

Exploring the Relationship between a Small Rural School in Northeast Georgia and Its Community: An Image-Based Study Using Participant-Produced Photographs.
411p. 5mf. L1 ED 459 014

Physical Activity Level

School Health Index for Physical Activity and Healthy Eating: A Self-Assessment and Planning Guide. Middle School/High School.
139p. 2mf. L1 ED 459 171

Physical Disabilities

Dyspraxia 5-11: A Practical Guide.
136p. 0mf. L3 ED 458 781

Physical Education

Every Child: The Magazine of the Australian Early Childhood Association, Inc., 2000.
146p. 2mf. L2 ED 458 986

Physical Environment

The Arctic National Wildlife Refuge: Many Alternatives and One Choice To Make. Lesson Plan.
9p. 1mf. L1 ED 459 098

Physical Fitness

Fitness Day. Lesson Plan.
6p. 1mf. L1 ED 459 100

Physics

Evaluating Introductory Physics Classes in Light of the ABET Criteria: An Example from the SCALE-UP Project.
16p. 1mf. L1 ED 459 063

Intergenerational Programmes: Public Policy and Research Implications--An International Perspective.
73p. 1mf. L1 ED 458 364

Investing in Better Care for Infants and Toddlers: The Next Frontier for School Readiness.
17p. 1mf. L1 ED 458 977

Kindergarten: The Overlooked School Year. Working Paper Series.
49p. 1mf. L1 ED 458 948

Language Planning in Nepal, Taiwan and Sweden. Multilingual Matters.
207p. 0mf. L3 ED 458 804

Milestones in Rural Education, 1950-2000. A SERVE Special Report.
10p. 1mf. L1 ED 459 057

Poverty, Education and Health in Indonesia: Who Benefits from Public Spending? Working Paper.
64p. 1mf. L2 ED 459 053

Reemployment Bonuses in the Unemployment Insurance System: Evidence from Three Field Experiments.
304p. 4mf. L2 ED 458 385

Reinforcing Obligations and Responsibilities between Generations: Policy Options from Cross-National Comparisons. Perspectives.
46p. 1mf. L2 ED 458 935

The Ties That Bind: Understanding Today's Families--What They Look Like, What They Do, How They Feel. Perspectives.
38p. 1mf. L2 ED 458 936

Public Relations

School Public Relations Journal, 2001.
182p. 2mf. L2 ED 459 004

Public Schools

Issues Concerning Public School Dropouts in South Texas.
59p. 1mf. L1 ED 458 705

Leadership for Student Learning: Recognizing the State's Role in Public Education. School Leadership for the 21st Century Initiative: A Report of the Task Force on State Leadership.
34p. 1mf. L2 ED 458 683

Racial Harassment in Vermont Public Schools.
149p. 2mf. L1 ED 459 294

Reading Progress and the School Administrator.
9p. 1mf. L1 ED 458 519

Religion & Public Schools: Striking a Constitutional Balance. Revised Edition.
243p. 0mf. L3 ED 458 678

Teaching in Common: Challenges to Joint Work in Classrooms and Schools. The Series on School Reform.
185p. 0mf. L3 ED 458 626

Public Speaking

Teaching Public Speaking: Insights from the Eastern World.
10p. 1mf. L1 ED 458 650

Public Support

Afterschool Alert: Poll Report No.3. A Report of Findings from a June 2000 Poll of Registered Voters.
8p. 1mf. L2 ED 458 931

Publishing Industry

The Bowker Annual: Library and Book Trade Almanac TM , 2001.
861p. 0mf. L3 ED 458 890

Purchasing

Buying a Car: Using On-Line Tools. Technology Update.

Foundations, Adult Dynamics, Teacher Education and Play. Advances in Early Education and Day Care.
240p. 0mf. L3 ED 458 973

Lives in Context: The Art of Life History Research.
272p. 0mf. L3 ED 459 117

Questionnaire Surveys: Four Survey Instruments in Educational Research.
39p. 1mf. L1 ED 459 215

Research Needs

Kindergarten: The Overlooked School Year. Working Paper Series.
49p. 1mf. L1 ED 458 948

Research Papers (Students)

99 Jumpstarts to Research: Topic Guides for Finding Information on Current Issues.
227p. 0mf. L3 ED 458 882

Holy Mitosis Batman, It's a Gamete: Blending (Bending) the Research Genre.
17p. 1mf. L1 ED 458 618

The Multigenre Research Paper: Voice, Passion, and Discovery in Grades 4-6.
150p. 0mf. L3 ED 458 575

Research Skills

Lives in Context: The Art of Life History Research.
272p. 0mf. L3 ED 459 117

Research Utilization

The Research Exchange, 2001.
66p. 1mf. L1 ED 458 732

Teacher Followup Survey, 1994-1995: Data File User's Manual, Public-Use Version. Schools and Staffing Survey.
365p. 4mf. L1 ED 459 209

Reservation American Indians

WIC in Native American Communities: Building a Healthier America. Report Summary.
19p. 1mf. L1 ED 459 050

Residential Care

Preventing and Reporting Resident Abuse in Assisted Living: A Learning Module for Resident Assistants.
22p. 1mf. L1 ED 458 398

Residential Patterns

Segregation in the Boston Metropolitan Area at the End of the 20th Century.
39p. 1mf. L1 ED 459 292

Resilience (Personality)

Challenges to the Definition of Resilience.
20p. 1mf. L1 ED 458 498

The Promotion of Wellness in Children and Families: Challenges and Opportunities.
40p. 1mf. L1 ED 458 502

Resource Allocation

Fiscal Year 2003 Higher Education Budget Recommendations. Implementing "The Illinois Commitment: Partnerships, Opportunities and Excellence."
229p. 3mf. L1 ED 458 856

Using Correctional Education Data: Issues and Strategies.
57p. 1mf. L1 ED 459 211

Severe Disabilities

Fifteen Years Later: An Investigation of the Long-Term Outcomes of Augmentative and Alternative Communication Interventions.
154p. 2mf. L1 ED 458 727

Sex Bias

Children's Attitudes toward Race and Gender.
17p. 1mf. L1 ED 458 469

Sex Differences

Children's Work and Schooling: Does Gender Matter? Evidence from the Peru LSMS Panel Data. Working Paper.
39p. 1mf. L2 ED 459 052

From Scarcity to Visibility: Gender Differences in the Careers of Doctoral Scientists and Engineers.
334p. 4mf. L2 ED 458 851

A Holland Perspective on the U.S. Workforce from 1960-1990. Technical Report.
24p. 1mf. L1 ED 458 417

Youth Risk Behavior Survey of High School Students Attending Bureau Funded Schools, 2001.
84p. 1mf. L1 ED 459 056

Sex Discrimination

Access Diminished: A Report on Women's Training and Employment Services in Ontario.
35p. 1mf. L1 ED 458 394

Sex Role

Gender-Fair and Gender-Congruent Practices for Young Children's Naturalist Intelligence: From the Perspective of Developmentally and Culturally Appropriate Practice (DCAP).
11p. 1mf. L1 ED 458 944

Sex Stereotypes

Gender-Fair and Gender-Congruent Practices for Young Children's Naturalist Intelligence: From the Perspective of Developmentally and Culturally Appropriate Practice (DCAP).
11p. 1mf. L1 ED 458 944

Sexual Abuse

A Cost-Benefit Analysis of Hollow Water's Community Holistic Circle Healing Process.
107p. 2mf. L1 ED 459 018

Intimate Partner Violence among Unmarried College Women.
34p. 1mf. L1 ED 458 501

What Can Happen to Abused Children When They Grow Up--If No One Notices, Listens or Helps? Some Statistics from the Research.
18p. 1mf. L1 ED 458 451

Sexual Harassment

What Schools Need To Know: LGBT Students and the Law.
15p. 1mf. L1 ED 459 295

Zero Indifference: A How-To Guide for Ending Name-Calling in Schools.
16p. 1mf. L1 ED 459 297

Sexual Identity

Lesbian, Gay, Bisexual, and Transgender Rights: A Human Rights Perspective. Human Rights Education Series, Topic Book.
119p. 2mf. L2 ED 459 127

Sexual Orientation

The Effects of Motivation and Anxiety on Students' Use of Instructor Comments.
26p. 1mf. L1 ED 458 630

Moving beyond the Rhetoric: Developing Writing Competency for Global Changes in Higher Education.
22p. 1mf. L1 ED 458 611

Phonics Activities in the Reading Curriculum.
10p. 1mf. L1 ED 458 546

Reading: Intrinsic versus Extrinsic Motivation.
8p. 1mf. L1 ED 458 566

Student Needs

Improving Early Literacy Skills To Reduce Special Education Referrals. Issue Brief.
7p. 1mf. L2 ED 458 571

Live from the Writing Center: Technological Demands and Multiliterate Practice in a Virtual Writing Center.
118p. 2mf. L1 ED 458 597

Serving the Community: A Small, Liberal Arts College Writing Center.
12p. 1mf. L1 ED 458 605

Skills and Cognition: The "Phonics" of Academic Literacy?
18p. 1mf. L1 ED 458 585

Working Together: Reading and Writing in Inclusive Classrooms.
181p. 2mf. L1 ED 458 599

Student Participation

Learning by Doing: The Role of Active Learning in the Reform Movement.
5p. 1mf. L1 ED 459 084

A Path to Literacy: Empowering Students in Your Classroom.
14p. 1mf. L1 ED 458 540

Student Personnel Services

Computer and Information Technologies: Resources for the Postsecondary Education of Students with Disabilities. Final Report to the Office of Learning Technologies.
149p. 2mf. L1 ED 458 733

Glendale Community College: College Services Annual Report, 2000-2001.
30p. 1mf. L1 ED 458 907

Identifying Assessment Needs of Student Affairs Professionals Using a Web-Based Survey.
15p. 1mf. L1 ED 458 465

Student Personnel Workers

Identifying Assessment Needs of Student Affairs Professionals Using a Web-Based Survey.
15p. 1mf. L1 ED 458 465

When Assessments Fail: Using Alternative Approaches to Career Exploration.
9p. 1mf. L1 ED 458 490

Student Placement

Addressing the Issue of Disproportionate Representation: Identification and Assessment of Culturally Diverse Students with Emotional or Behavioral Disorders. Fourth CCBD Mini-Library Series: Addressing the Diverse Needs of Children and Youth with Emotional/Behavioral Disorders--Programs that Work.
74p. 1mf. L2 ED 458 779

Change in Identification, FAPE, Placement, or Dismissal from Special Education. Technical Assistance Paper.
9p. 1mf. L1 ED 458 745

Dealing with Behaviors Perceived as Unacceptable in Schools: The

Policy Innovations in the VET Sector: The Role of Instructors in a Competency-Based Environment.
12p. 1mf. L1 ED 458 400

Results That Matter: An Approach to Program Quality Using Equipped for the Future.
36p. 1mf. L1 ED 458 397

Split a Gut and Learn: Theory and Research.
10p. 1mf. L1 ED 458 671

Thinking Skills

Assessment and the Adult Learner: Does Authentic Assessment Influence Learning?
22p. 1mf. L1 ED 459 208

Creating Critical Media Analysis Skills.
6p. 1mf. L1 ED 458 669

Moving beyond the Rhetoric: Developing Writing Competency for Global Changes in Higher Education.
22p. 1mf. L1 ED 458 611

Teaching Idea Development: A Standards-Based Critical-Thinking Approach to Writing.
134p. 2mf. L2 ED 458 580

Time Factors (Learning)

The Effects of Time-Limitations and Peer Relationships on Adult Student Learning: A Causal Model.
16p. 1mf. L1 ED 458 853

The Five Week Class of the University of Phoenix Corporate Model Can Be Utilized by Community Colleges.
270p. 3mf. L1 ED 458 898

Time Management

Classifying Internet Pathological Users: Their Usage, Internet Sensation Seeking, and Perceptions.
29p. 1mf. L1 ED 458 468

Time to Degree

The Five Week Class of the University of Phoenix Corporate Model Can Be Utilized by Community Colleges.
270p. 3mf. L1 ED 458 898

Toddlers

Innovations: Infant and Toddler Development.
393p. 5mf. L2 ED 458 979

Innovations: The Comprehensive Infant & Toddler Curriculum. Trainer's Guide.
238p. 3mf. L2 ED 458 980

Innovations: The Comprehensive Toddler Curriculum. A Self-Directed Teacher's Guide.
133p. 2mf. L2 ED 458 982

Investing in Better Care for Infants and Toddlers: The Next Frontier for School Readiness.
17p. 1mf. L1 ED 458 977

More Infant and Toddler Experiences.
186p. 2mf. L2 ED 458 934

Total Quality Management

Partnering for Quality under the Workforce Investment Act: A Tool Kit for One-Stop System Building. Module 5: Building a Process for Continuous Improvement. Training Manual with Participant Workbook.
108p. 2mf. L1 ED 458 426

Trade and Industrial Education

Electrical Trades. FasTrak Specialization Integrated Technical

Programs in Maine Schools.
90p. 1mf. L1 ED 458 537

When I Whisper, Nobody Listens: Helping Young People Write about Difficult Issues.
136p. 0mf. L3 ED 458 598

Writing Inventions: Identities, Technologies, Pedagogies.
287p. 0mf. L3 ED 458 592

Writing Workshop: The Essential Guide.
163p. 0mf. L3 ED 458 608

Writing Laboratories

Live from the Writing Center: Technological Demands and Multiliterate Practice in a Virtual Writing Center.
118p. 2mf. L1 ED 458 597

Nobody's Business? Professional Writing and the Politics of Correctness.
11p. 1mf. L1 ED 458 617

Serving the Community: A Small, Liberal Arts College Writing Center.
12p. 1mf. L1 ED 458 605

Writing Processes

The Effects of Four Writing Strategies on Fifth Graders' Production of Written Ideas across Three Aims of Discourse.
8p. 1mf. L1 ED 458 596

Holy Mitosis Batman, It's a Gamete: Blending (Bending) the Research Genre.
17p. 1mf. L1 ED 458 618

Reading and Writing Connections in the Language Arts.
9p. 1mf. L1 ED 458 623

When I Whisper, Nobody Listens: Helping Young People Write about Difficult Issues.
136p. 0mf. L3 ED 458 598

When Writers Read. Second Edition.
182p. 0mf. L3 ED 458 578

Writing Research

Contemporary Composition Studies: A Guide to Theorists and Terms.
330p. 0mf. L3 ED 458 577

Writing Skills

Electronic Mail in Foreign Language Learning Revisited.
25p. 1mf. L1 ED 458 817

Heroes and Terrorists: ELA for the 21st Century.
19p. 1mf. L1 ED 458 593

Improving Early Literacy Skills To Reduce Special Education Referrals. Issue Brief.
7p. 1mf. L2 ED 458 571

Moving beyond the Rhetoric: Developing Writing Competency for Global Changes in Higher Education.
22p. 1mf. L1 ED 458 611

A Path to Literacy: Empowering Students in Your Classroom.
14p. 1mf. L1 ED 458 540

Teaching Idea Development: A Standards-Based Critical-Thinking Approach to Writing.
134p. 2mf. L2 ED 458 580

Writing Achievement in Technical Education.
8p. 1mf. L1 ED 458 587

Writing Workshop: The Essential Guide.
163p. 0mf. L3 ED 458 608

Writing Strategies

The Effects of Four Writing Strategies on Fifth Graders' Production of Written Ideas across Three Aims of Discourse.

32p. 1mf. L2 ED 458 685

Administrator Effectiveness

Leadership for Student Learning: Reinventing the Principalship. School Leadership for the 21st Century Initiative: A Report of the Task Force on the Principalship.
32p. 1mf. L2 ED 458 685

Administrator Guides

Leadership A to Z: A Guide for the Appropriately Ambitious. Jossey-Bass Business & Management Series.
332p. 4mf. L1 ED 458 690

Administrator Qualifications

Current Observations and Future Importance of Leadership Attributes Perceived by Community College Presidents and Vice Presidents for Academic Affairs.
283p. 3mf. L1 ED 458 925

Leadership for Student Learning: Reinventing the Principalship. School Leadership for the 21st Century Initiative: A Report of the Task Force on the Principalship.
32p. 1mf. L2 ED 458 685

Administrators

Conflict Management: Cues and Implications for Managers from Conflict Research.
69p. 1mf. L1 ED 458 415

Current Observations and Future Importance of Leadership Attributes Perceived by Community College Presidents and Vice Presidents for Academic Affairs.
283p. 3mf. L1 ED 458 925

Leadership for Accountability.
5p. 1mf. L1 ED 458 673

Adolescent Behavior

Youth Risk Behavior Survey of High School Students Attending Bureau Funded Schools, 2001.
84p. 1mf. L1 ED 459 056

Adolescent Development

Community Change for Youth Development in Kansas City: A Case Study of How a Traditional Youth-Serving Organization (YMCA) Becomes a Community Builder.
27p. 1mf. L1 ED 459 304

The Dimensional Structure of Early Adolescent Peer Susceptibility.
111p. 2mf. L1 ED 458 506

Adolescent Literature

The Contributions of Rebecca Caudill and Dorothy Hoobler to Appalachian Literature for Young Adults.
11p. 1mf. L1 ED 458 662

Inside the Mind of a Child: Selecting Literature Appropriate to the Developmental Age of Children.
17p. 1mf. L1 ED 458 602

A Teaching Guide for "A Far-Off Land" by Rebecca Caudill and "The Trail on Which They Wept" by Dorothy Hoobler.
7p. 1mf. L1 ED 458 663

Adolescents

California County Data Book, 2001: Factors for School Success.
342p. 4mf. L1 ED 458 995

Date Violence and Rape among Adolescents: Associations with Psychological Health.

State Summary of Arkansas. Ed Watch Online.	27p.	1mf.	L1	ED 459 223
State Summary of California. Ed Watch Online.	27p.	1mf.	L1	ED 459 224
State Summary of Colorado. Ed Watch Online.	27p.	1mf.	L1	ED 459 225
State Summary of Connecticut. Ed Watch Online.	27p.	1mf.	L1	ED 459 226
State Summary of Delaware. Summaries. Ed Watch Online.	27p.	1mf.	L1	ED 459 227
State Summary of District of Columbia. Ed Watch Online.	27p.	1mf.	L1	ED 459 228
State Summary of Florida. Ed Watch Online.	27p.	1mf.	L1	ED 459 229
State Summary of Georgia. Ed Watch Online.	27p.	1mf.	L1	ED 459 230
State Summary of Hawaii. Ed Watch Online.	27p.	1mf.	L1	ED 459 231
State Summary of Idaho. Ed Watch Online.	27p.	1mf.	L1	ED 459 232
State Summary of Illinois. Ed Watch Online.	27p.	1mf.	L1	ED 459 233
State Summary of Indiana. Ed Watch Online.	27p.	1mf.	L1	ED 459 234
State Summary of Iowa. Ed Watch Online.	27p.	1mf.	L1	ED 459 235
State Summary of Kansas. Ed Watch Online.	27p.	1mf.	L1	ED 459 236
State Summary of Kentucky. Ed Watch Online.	27p.	1mf.	L1	ED 459 237
State Summary of Louisiana. Ed Watch Online.	27p.	1mf.	L1	ED 459 238
State Summary of Maine. Ed Watch Online.	27p.	1mf.	L1	ED 459 239
State Summary of Maryland. Ed Watch Online.	27p.	1mf.	L1	ED 459 240
State Summary of Massachusetts. Ed Watch Online.	27p.	1mf.	L1	ED 459 241
State Summary of Michigan. Ed Watch Online.	27p.	1mf.	L1	ED 459 242
State Summary of Minnesota. Ed Watch Online.	27p.	1mf.	L1	ED 459 243
State Summary of Mississippi. Ed Watch Online.	27p.	1mf.	L1	ED 459 244
State Summary of Missouri. Ed Watch Online.	27p.	1mf.	L1	ED 459 245
State Summary of Montana. Ed Watch Online.	27p.	1mf.	L1	ED 459 246
State Summary of Nebraska. Ed Watch Online.	27p.	1mf.	L1	ED 459 247
State Summary of Nevada. Ed Watch Online.	27p.	1mf.	L1	ED 459 248
State Summary of New Hampshire. Ed Watch Online.	27p.	1mf.	L1	ED 459 249
State Summary of New Jersey. Ed Watch Online.	27p.	1mf.	L1	ED 459 250
State Summary of New Mexico. Ed Watch Online.	27p.	1mf.	L1	ED 459 251
State Summary of New York. Ed Watch Online.	27p.	1mf.	L1	ED 459 252
State Summary of North Carolina. Ed Watch Online.	27p.	1mf.	L1	ED 459 253
State Summary of North Dakota. Ed Watch Online.	27p.	1mf.	L1	ED 459 254

39p. 1mf. L1 ED 458 408

Classroom Communication

"Creating Pictures in My Mind": A Qualitative Study of Children's Responses to Storytelling in the Classroom.

9p. 1mf. L2 ED 458 586

The Dialogue of Spoken Word and Written Word.

25p. 1mf. L1 ED 458 619

Split a Gut and Learn: Theory and Research.

10p. 1mf. L1 ED 458 671

Classroom Environment

Dancing with Words: Helping Students Love Language through Authentic Vocabulary Instruction.

151p. 2mf. L1 ED 458 595

The Dialogue of Spoken Word and Written Word.

25p. 1mf. L1 ED 458 619

Making Learning Happen: Strategies for an Interactive Classroom.

112p. 0mf. L3 ED 458 588

When I Whisper, Nobody Listens: Helping Young People Write about Difficult Issues.

136p. 0mf. L3 ED 458 598

When Writers Read. Second Edition.

182p. 0mf. L3 ED 458 578

Classroom Techniques

Accommodations and Modifications: What Parents Need To Know = Facilidades y modificaciones: Lo que los padres necesitan saber.

54p. 1mf. L1 ED 458 752

Assessing Methods of Teaching in the Elementary School.

9p. 1mf. L1 ED 458 589

Beginning To Work with Adult English Language Learners: Some Considerations. ERIC Q & A.

6p. 1mf. L1 ED 458 837

The Best in Children's Nonfiction: Reading, Writing, & Teaching Orbis Pictus Award Books.

175p. 2mf. L1 ED 458 591

Composition and Sustainability: Teaching for a Threatened Generation. Refiguring English Studies.

274p. 3mf. L1 ED 458 601

Critical Encounters in High School English: Teaching Literary Theory to Adolescents. Language and Literacy Series.

216p. 0mf. L3 ED 458 579

The Effects of Combined Content Enhancements on the Performance of Students with Learning Disabilities.

133p. 2mf. L2 ED 458 765

Forty Helpful Hints & Tips, for Making Your ESL Teaching Easier and More Fun!

11p. 1mf. L1 ED 458 845

Guided Comprehension: A Teaching Model for Grades 3-8.

310p. 4mf. L1 ED 458 563

Guided Reading: A How-To for All Grades. K-12.

179p. 2mf. L2 ED 458 524

Illuminating Texts: How To Teach Students To Read the World.

210p. 0mf. L3 ED 458 529

Improving Student Teachers' Reflection and Personal Practical Knowledge.

15p. 1mf. L1 ED 459 146

Linking Writing to the Process of Scientific Inquiry: Strategies from Writing Teachers in the Disciplines.

13p. 1mf. L1 ED 458 655

Literacy and the Curriculum: Success in Senior Secondary Schooling.

200p. 0mf. L3 ED 458 517

Drug Clients.

9p. 1mf. L1 ED 458 509

Measuring Counselor Competence with Lesbian/Gay/Bisexual Clients: Implications for Multicultural Training.

15p. 1mf. L1 ED 458 454

Perceived Counselor Acculturation Levels: Their Pertinence to Caucasian Client Expectations.

33p. 1mf. L1 ED 458 477

Practical Model and Protocol for Interpreting MCMI-III Results to Clients.

10p. 1mf. L1 ED 458 453

Providing Career Counseling to Lesbian Women.

17p. 1mf. L1 ED 458 442

Counselor Role

Counselors Finding Their Way.

260p. 3mf. L2 ED 458 479

Prevention and Intervention of Ethnopolitical Conflict.

37p. 1mf. L1 ED 458 499

Counselor Training

Classroom Activities To Enhance Student Learning about Diversity Issues.

9p. 1mf. L1 ED 458 456

Experiental Teaching Strategies Applied to an Ethics and Professional Issues Course.

7p. 1mf. L1 ED 458 493

Orientation and Retention of Counseling PhD Students: A Qualitative Study.

12p. 1mf. L1 ED 458 513

Counselors

The Cutting Edge for Counselors: Licensure.

10p. 1mf. L1 ED 458 492

Counties

California County Data Book, 2001: Factors for School Success.

342p. 4mf. L1 ED 458 995

Kids Count in Michigan Data Book, 2001: County Profiles of Child and Family Well-Being.

426p. 5mf. L1 ED 458 978

Washington Kids Count County and City Profiles of Child and Family Well-Being: 2001 Statewide Summaries.

172p. 2mf. L2 ED 459 003

West Virginia KIDS COUNT Data Book: 2000 County Profiles of Child Well-Being.

193p. 2mf. L1 ED 458 960

Course Evaluation

Expert Review at a Distance: A Hybrid Approach.

18p. 1mf. L1 ED 458 869

Court Litigation

Athletic Liability: Managing Liability in Athletics and Physical Education.

99p. 2mf. L2 ED 458 719

Eleventh Amendment Immunity and Academic Freedom.

8p. 1mf. L1 ED 458 846

Federal Indian Law and Policy Affecting American Indian and Alaska Native Education. Indian Education Legal Support Project "Tribalizing Indian Education."

31p. 1mf. L1 ED 459 031

The Involvement of Lay Advocates in Due Process Hearings. Quick Turn Around (QTA).

Development of a Computer-Based College Algebra Course.
14p. 1mf. L1 ED 459 078

E-Commerce and Education. Graduate Paper Series on Electronic Commerce.
12p. 1mf. L1 ED 459 013

eTech College of Wisconsin Plan.
42p. 1mf. L1 ED 458 894

Expert Review at a Distance: A Hybrid Approach.
18p. 1mf. L1 ED 458 869

Integrating Four Courses into a 12 Credit Hour Block of Instruction in an On-Line Format as Part of a Master's Program in Educational Administration.
33p. 1mf. L1 ED 458 864

Interaction: The Key to Successful Distance Learning.
9p. 1mf. L1 ED 458 870

Diversity (Student)

Educating Culturally Responsive Teachers: A Coherent Approach. SUNY Series, Teacher Preparation and Development.
237p. 0mf. L3 ED 459 168

Living (and Teaching) in an Unjust World: New Perspectives on Multicultural Education.
224p. 0mf. L3 ED 459 111

Multicultural Education: A Caring-Centered, Reflective Approach.
284p. 0mf. L3 ED 459 177

Pacific Educational Research Journal, 2000.
114p. 2mf. L1 ED 459 196

The Role of Education in Preventing Ethnic Conflicts: The Case of Roma in the Czech Republic. GSFI Occasional Paper.
59p. 1mf. L1 ED 459 278

Schools More Separate: Consequences of a Decade of Resegregation.
55p. 1mf. L1 ED 459 217

Write Me In: Inclusive Texts in the Primary Classroom.
124p. 2mf. L1 ED 458 607

Divorce

The Promotion of Wellness in Children and Families: Challenges and Opportunities.
40p. 1mf. L1 ED 458 502

Doctoral Degrees

From Scarcity to Visibility: Gender Differences in the Careers of Doctoral Scientists and Engineers.
334p. 4mf. L2 ED 458 851

Documentation

Rules for School Construction Projects.
21p. 1mf. L1 ED 458 783

Double Sessions

Double-Shift Secondary Schools: Possibilities and Issues. Secondary Education Series.
20p. 1mf. L1 ED 459 137

Drafting

Drafting. FasTrak Specialization Integrated Technical and Academic Competency (ITAC). Revised.
9p. 1mf. L1 ED 458 377

Drama

Drama and Primary Science.
13p. 1mf. L1 ED 458 643

Dramatic Play

103p. 2mf. L1 ED 458 367

Adult Education and Indigenous Peoples in Russia. International Survey on Adult Education for Indigenous Peoples. Country Study: Russia.

77p. 1mf. L1 ED 458 369

Adult Education and Indigenous Peoples in the Philippines. International Survey on Adult Education for Indigenous Peoples. Country Study: The Philippines.

46p. 1mf. L1 ED 458 368

China: Challenges of Secondary Education. Secondary Education Series.

26p. 1mf. L1 ED 459 132

E-Commerce and Education. Graduate Paper Series on Electronic Commerce.

12p. 1mf. L1 ED 459 013

Educating California's Future Nursing Work Force. Report of the Chancellor of the California Community Colleges, the Chancellor of the California State University, the President of the University of California, and the President of the Association of Independent Colleges and Universities to the Governor and Legislature.

28p. 1mf. L1 ED 458 360

Education in the New Latino Diaspora: Policy and the Politics of Identity. Sociocultural Studies in Educational Policy Formation and Appropriation.

275p. 0mf. L3 ED 459 029

Final Report of the Strategic Plan Working Group to the Minister of Education.

52p. 1mf. L1 ED 458 954

Glossary of Adult Learning in Europe. A.E. Monographs.

127p. 2mf. L1 ED 458 363

The Hispanic Outlook in Higher Education, 2000-2001.

2085p. 22mf. L1 ED 458 849

Hungary: Secondary Education and Training. Secondary Education Series.

18p. 1mf. L1 ED 459 131

Learning Disabilities as Operationally Defined by Schools. Executive Summary.

10p. 1mf. L1 ED 458 759

Learning To Compete: Education, Training & Enterprise in Ghana, Kenya & South Africa. Education Research.

114p. 2mf. L1 ED 458 418

A Life Long of Learning: Elements for a Policy Agenda. The Six Key Messages of the European Memorandum in a Dutch Perspective.

131p. 2mf. L1 ED 458 435

Lifelong Learning in Finland: The Extent to Which Vocational Education and Training Policy Is Nurturing Lifelong Learning in Finland. CEDEFOP Panorama Series.

98p. 2mf. L1 ED 458 447

Linking Service-Learning and School-to-Work: Policy, Partnerships and Practice To Help All Students Succeed.

33p. 1mf. L1 ED 458 441

Poland: Secondary Education and Training. Secondary Education Series.

16p. 1mf. L1 ED 459 136

Romania: Secondary Education and Training. Secondary Education Series.

19p. 1mf. L1 ED 459 133

Rural Policy Matters: A Newsletter of Rural School & Community Action, 2001.

46p. 1mf. L1 ED 459 043

Russia: Secondary Education and Training. Secondary Education Series.

17p. 1mf. L1 ED 459 135

A Teaching Guide for "A Far-Off Land" by Rebecca Caudill and "The Trail on Which They Wept" by Dorothy Hoobler.
7p. 1mf. L1 ED 458 663

Teaching Reading in High School English Classes.
182p. 2mf. L1 ED 458 526

English Literature

Critical Encounters in High School English: Teaching Literary Theory to Adolescents. Language and Literacy Series.
216p. 0mf. L3 ED 458 579

Enrichment

Parent, Teacher, and Student Satisfaction with Year-Round School Intersession.
35p. 1mf. L2 ED 458 696

Enrichment Activities

Activities That Build the Young Child's Brain.
88p. 1mf. L1 ED 458 941

Building Effective Afterschool Programs.
137p. 2mf. L2 ED 459 219

The NASA "Why?" Files: The Case of the Barking Dogs. Program 2 in the 2000-2001 Series.
58p. 1mf. L1 ED 459 066

The NASA "Why?" Files: The Case of the Challenging Flight. Program 4 in the 2000-2001 Series.
69p. 1mf. L1 ED 459 068

The NASA "Why?" Files: The Case of the Electrical Mystery. Program 3 in the 2000-2001 Series.
60p. 1mf. L1 ED 459 067

The NASA "Why?" Files: The Case of the Unknown Stink. Program 1 in the 2000-2001 Series.
33p. 1mf. L1 ED 459 065

Enrollment

Healthy Ties: Ensuring Health Coverage for Children Raised by Grandparents and Other Relatives. A Look at Medicaid and CHIP Enrollment in the States.
134p. 2mf. L2 ED 458 933

NVCC Students in Developmental and ESL Courses: Fall 1995 to Fall 1999. Research Report. Developmental Studies Series.
29p. 1mf. L1 ED 458 905

Enrollment Rate

School Subsidies for the Poor: Evaluating the Mexican Progresa Poverty Program. Center Discussion Paper.
84p. 1mf. L1 ED 459 046

Enrollment Trends

Increasing Opportunity To Learn via Access to Rigorous Courses and Programs: One Strategy for Closing the Achievement Gap for At-Risk and Ethnic Minority Students.
75p. 1mf. L1 ED 459 303

Entrepreneurship

Entrepreneurial Training for the Growth of Small and Medium-Sized Enterprises: Lessons from Central and Eastern Europe. Report.
159p. 2mf. L1 ED 458 432

Entrepreneurship Education for At-Risk Youth: A Successful Model for University/Business Partnerships.
20p. 1mf. L1 ED 458 357

Overview of Management Development Support for SME Growth in the Mediterranean Region: The Egyptian, Jordanian and Lebanese

School Subsidies for the Poor: Evaluating the Mexican Progresa Poverty Program. Center Discussion Paper.
84p. 1mf. L1 ED 459 046

Graphing Calculators

Coping with Multiple Calculator Models in College Algebra.
20p. 1mf. L1 ED 459 080

Group Activities

Raccoon Circles: A Handbook for Facilitators.
19p. 1mf. L1 ED 459 034

Group Counseling

Developing Psycho-Educational Groups for Japanese High Schools.
35p. 1mf. L1 ED 458 460

Group Dynamics

Raccoon Circles: A Handbook for Facilitators.
19p. 1mf. L1 ED 459 034

Grouping (Instructional Purposes)

Reading, Grouping, and the Student.
12p. 1mf. L1 ED 458 525

Groups

Testing Non-Nil Null Hypotheses with t Tests of Group Means: A Monte Carlo Study.
29p. 1mf. L1 ED 459 202

Guidelines

Rules for School Construction Projects.
21p. 1mf. L1 ED 458 783

Head Injuries

The Student with a Brain Injury: Achieving Goals for Higher Education.
18p. 1mf. L1 ED 458 730

Health Education

Drama and Primary Science.
13p. 1mf. L1 ED 458 643

Health & HIV/AIDS Education in Primary & Secondary Schools in Africa & Asia. Policies, Practice & Potential: Case Studies from Pakistan, India, Uganda, Ghana. Education Research.
109p. 2mf. L1 ED 458 458

Pacific Educational Research Journal, 2000.
114p. 2mf. L1 ED 459 196

Health Insurance

Healthy Ties: Ensuring Health Coverage for Children Raised by Grandparents and Other Relatives. A Look at Medicaid and CHIP Enrollment in the States.
134p. 2mf. L2 ED 458 933

Health Occupations

Needs Assessment of the Healthcare Sector in the Washington, D.C., Metropolitan Area. Research Report. Business Needs Assessment Study.
60p. 1mf. L1 ED 458 912

The State of the Health Care Workforce, 2000.
83p. 1mf. L1 ED 458 404

Health Promotion

Healthy People 2000 Final Review: National Health Promotion and

The Effects of Four Writing Strategies on Fifth Graders' Production of Written Ideas across Three Aims of Discourse.
8p. 1mf. L1 ED 458 596

The Human Rights Education Handbook: Effective Practices for Learning, Action, and Change. Human Rights Education Series, Topic Book.
172p. 2mf. L2 ED 459 128

The Results Fieldbook: Practical Strategies from Dramatically Improved Schools.
162p. 2mf. L2 ED 458 722

Strategic Plan for Standards-Based Reform. Report of Progress.
52p. 1mf. L1 ED 458 682

Ways forward with ICT: Effective Pedagogy Using Information and Communications Technology for Literacy and Numeracy in Primary Schools.
129p. 2mf. L1 ED 458 652

Instructional Improvement

More than a Sound a Week.
9p. 1mf. L1 ED 458 609

Systems for Change in Literacy Education: A Guide to Professional Development.
262p. 0mf. L3 ED 458 576

Instructional Innovation

A Life Long of Learning: Elements for a Policy Agenda. The Six Key Messages of the European Memorandum in a Dutch Perspective.
131p. 2mf. L1 ED 458 435

Policy Innovations in the VET Sector: The Role of Instructors in a Competency-Based Environment.
12p. 1mf. L1 ED 458 400

SCANS-Related, Project-Based Instruction and Learning in Adult Education: A Professional Development Packet.
117p. 2mf. L1 ED 458 416

Strategic Plan for Standards-Based Reform. Report of Progress.
52p. 1mf. L1 ED 458 682

Technology-Enhanced Learning Environments. Case Studies in TESOL Practice Series.
192p. 2mf. L2 ED 458 793

Updated Catalog of School Reform Models. Program Report.
263p. 3mf. L1 ED 458 703

Instructional Leadership

Leadership for Student Learning: Urban School Leadership--Different in Kind and Degree.
19p. 1mf. L2 ED 459 300

Reading Progress and the School Administrator.
9p. 1mf. L1 ED 458 519

Instructional Materials

The NASA "Why?" Files: The Case of the Barking Dogs. Program 2 in the 2000-2001 Series.
58p. 1mf. L1 ED 459 066

The NASA "Why?" Files: The Case of the Challenging Flight. Program 4 in the 2000-2001 Series.
69p. 1mf. L1 ED 459 068

The NASA "Why?" Files: The Case of the Electrical Mystery. Program 3 in the 2000-2001 Series.
60p. 1mf. L1 ED 459 067

The NASA "Why?" Files: The Case of the Unknown Stink. Program 1 in the 2000-2001 Series.
33p. 1mf. L1 ED 459 065

Integrated Curriculum

Constructivism in Education: Opinions and Second Opinions on Controversial Issues. Ninety-Ninth Yearbook of the National Society for the Study of Education.
340p. 0mf. L3 ED 458 689

Education for 2001 and Beyond: Imperatives and Possibilities. Outcomes from the ACE "Education 2000" International Conference.
65p. 1mf. L1 ED 458 691

From the Abacus to the World Wide Web: An Analysis of the Educational Technology Movement and Its Impact upon Adult Literacy in the People's Republic of China.
69p. 1mf. L1 ED 458 872

An Intellectual Biography of Ivan Illich.
116p. 2mf. L1 ED 458 393

Legal Responsibility

Athletic Liability: Managing Liability in Athletics and Physical Education.
99p. 2mf. L2 ED 458 719

What Schools Need To Know: LGBT Students and the Law.
15p. 1mf. L1 ED 459 295

Leisure Time

Parenting Practices and Children's Participation in Planning.
9p. 1mf. L1 ED 458 996

Lesbianism

Providing Career Counseling to Lesbian Women.
17p. 1mf. L1 ED 458 442

Lesson Plans

Effective Unit Planning: From Theory to Reality.
14p. 1mf. L1 ED 459 173

Sensational Sea Life: A Teacher-Friendly Thematic Unit with CD-ROM . R.E.A.D. A.N.D. F.E.E.D. Series.
126p. 0mf. L3 ED 458 770

Lexicology

An Investigation into How Corpus Analysis May Be Used in the Second Language Classroom To Solve Some of the Problems Surrounding Non-Native Speakers' Understanding of Seemingly Synonymous Words.
17p. 1mf. L1 ED 458 795

Libraries

The Bowker Annual: Library and Book Trade Almanac TM , 2001.
861p. 0mf. L3 ED 458 890

Library Administration

Travel, Sabbatical, and Study Leave Policies in College Libraries. CLIP Note.
110p. 0mf. L3 ED 458 881

Umea, Sweden--Saskatoon, Canada: Resource-Based Learning Study Tour. A Report of a Study Tour of Saskatoon School Libraries.
98p. 2mf. L1 ED 458 884

Library Development

South Dakota's Libraries--Building Toward 2002: A Statewide Plan for the Development of Library and Information Services, 1998-2002.
17p. 1mf. L1 ED 458 889

Library Facilities

Library Off-Site Shelving: Guide for High-Density Facilities.
241p. 0mf. L3 ED 458 877

Museums 19p. 1mf. L1 ED 458 593

YouthALIVE! From Enrichment to Employment: The YouthALIVE! Experience.

Music Activities 72p. 1mf. L1 ED 459 072

Missouri Journal of Research in Music Education, 1962-1966.
355p. 4mf. L1 ED 459 091
Missouri Journal of Research in Music Education, 1967-1971.
520p. 6mf. L1 ED 459 092
Missouri Journal of Research in Music Education, 1972-1976.
539p. 6mf. L1 ED 459 093
Missouri Journal of Research in Music Education, 1977-1981.
554p. 6mf. L1 ED 459 094
Missouri Journal of Research in Music Education, 1982-1988.
650p. 7mf. L1 ED 459 095
Missouri Journal of Research in Music Education, 1989-1994.
522p. 6mf. L1 ED 459 096
Missouri Journal of Research in Music Education, 1995-2000.

Music Education 421p. 5mf. L1 ED 459 097

Missouri Journal of Research in Music Education, 1962-1966.
355p. 4mf. L1 ED 459 091
Missouri Journal of Research in Music Education, 1967-1971.
520p. 6mf. L1 ED 459 092
Missouri Journal of Research in Music Education, 1972-1976.
539p. 6mf. L1 ED 459 093
Missouri Journal of Research in Music Education, 1977-1981.
554p. 6mf. L1 ED 459 094
Missouri Journal of Research in Music Education, 1982-1988.
650p. 7mf. L1 ED 459 095
Missouri Journal of Research in Music Education, 1989-1994.
522p. 6mf. L1 ED 459 096
Missouri Journal of Research in Music Education, 1995-2000.

Music Teachers 421p. 5mf. L1 ED 459 097

Missouri Journal of Research in Music Education, 1962-1966.
355p. 4mf. L1 ED 459 091
Missouri Journal of Research in Music Education, 1967-1971.
520p. 6mf. L1 ED 459 092
Missouri Journal of Research in Music Education, 1972-1976.
539p. 6mf. L1 ED 459 093
Missouri Journal of Research in Music Education, 1977-1981.
554p. 6mf. L1 ED 459 094
Missouri Journal of Research in Music Education, 1982-1988.

Mythology 650p. 7mf. L1 ED 459 095

"Mythos" East and West: The Mythic Conceptions of Soul, Rebirth, and Salvation in the "Phaedrus" and the "Bhagavad Gita."

National Programs 15p. 1mf. L1 ED 458 647

Endangered Languages and the Media. Proceedings of the Fifth FEL Conference (Agadir, Morocco, September 20-23, 2001).

National Standards 124p. 2mf. L2 ED 458 819

The Development of a Conceptual Framework: The Stimulation for Coherence and Continuous Improvement in Teacher Education.

Introduction to SCALE-UP: Student-Centered Activities for Large Enrollment University Physics.
13p. 1mf. L1 ED 459 062

Picture Books

Originality and Creativity.
9p. 1mf. L1 ED 458 582

Picture Books: Who Are They For?
10p. 1mf. L1 ED 458 581

Planning

Effective Unit Planning: From Theory to Reality.
14p. 1mf. L1 ED 459 173

Plants (Botany)

An Analysis of Students' Misconceptions Concerning Photosynthesis and Respiration in Plants.
39p. 1mf. L2 ED 459 075

Play

Early Education and Care, and Reconceptualizing Play. Advances in Early Education and Day Care.
330p. 0mf. L3 ED 458 974

Every Child: The Magazine of the Australian Early Childhood Association, Inc., 2000.
146p. 2mf. L2 ED 458 986

Foundations, Adult Dynamics, Teacher Education and Play. Advances in Early Education and Day Care.
240p. 0mf. L3 ED 458 973

Supporting Drama and Imaginative Play in the Early Years. Supporting Early Learning.
171p. 0mf. L3 ED 458 942

Playgrounds

Poisoned Playgrounds: Arsenic in "Pressure-Treated" Wood.
21p. 1mf. L1 ED 458 787

Poetry

Brave New Voices: The YOUTH SPEAKS Guide to Teaching Spoken Word Poetry.
120p. 0mf. L3 ED 458 653

Poems by Adolescents and Adults: A Thematic Collection for Middle School and High School.
270p. 3mf. L1 ED 458 627

Poets

Poems by Adolescents and Adults: A Thematic Collection for Middle School and High School.
270p. 3mf. L1 ED 458 627

Policy Formation

A Life Long of Learning: Elements for a Policy Agenda. The Six Key Messages of the European Memorandum in a Dutch Perspective.
131p. 2mf. L1 ED 458 435

Political Influences

Politicization and Democratization of Adult Education. Models for Adult and Lifelong Learning.
122p. 2mf. L1 ED 458 412

Political Issues

A Guide for the Powerless and Those Who Don't Know Their Own Power: A Primer on the American Political Process.
65p. 1mf. L1 ED 459 088

17p. 1mf. L1 ED 458 391

Qualifications

European Structures of Qualification Levels: A Synthesis Based on Reports on Recent Developments in Germany, Spain, France, the Netherlands and the United Kingdom (England and Wales). Volume 1. CEDEFOP Reference Series.

122p. 2mf. L1 ED 458 444

European Structures of Qualification Levels: Reports on Recent Developments in Germany, Spain, France, the Netherlands and in the United Kingdom (England and Wales). Volume 3.

62p. 1mf. L1 ED 458 446

European Structures of Qualification Levels: Reports on Recent Developments in Germany, Spain, France, the Netherlands and in the United Kingdom (England and Wales). Volume II.

273p. 3mf. L1 ED 458 445

Quality of Life

Achieving Life Balance: Myths, Realities, and Developmental Perspectives. Information Series.

46p. 1mf. L1 ED 458 420

Adapting Tests for Use in Multiple Languages and Cultures. Laboratory of Psychometric and Evaluative Research Report.

30p. 1mf. L1 ED 459 207

Quality of Working Life

Breaking the Myth of Flexible Work: Contingent Work in Toronto. A Study Conducted by the Contingent Workers Project.

78p. 1mf. L1 ED 458 428

Youth Unemployment in Rural Areas. Work and Opportunity Series.

57p. 1mf. L2 ED 459 012

Questioning Techniques

I Want To Know...? Learning about Science.

25p. 1mf. L2 ED 458 983

Questionnaires

Questionnaire Translation and Questionnaire Validation: Are They the Same?

10p. 1mf. L1 ED 458 800

Racial Attitudes

Racial and Ethnic Tensions: What Should We Do? An Issue Book for National Issues Forums.

40p. 1mf. L1 ED 459 124

Racial Bias

Children's Attitudes toward Race and Gender.

17p. 1mf. L1 ED 458 469

Multicultural Education: A Caring-Centered, Reflective Approach.

284p. 0mf. L3 ED 459 177

Racial Harassment in Vermont Public Schools.

149p. 2mf. L1 ED 459 294

State of Impunity: Human Rights Abuse of Roma in Romania. Country Reports Series.

156p. 2mf. L1 ED 459 305

Racial Differences

State Summary of Alabama. Ed Watch Online.

27p. 1mf. L1 ED 459 221

State Summary of Alaska. Ed Watch Online.

27p. 1mf. L1 ED 459 222

State Summary of Arizona. Ed Watch Online.

27p. 1mf. L1 ED 459 223

Resource Materials

Readings about Children and Youth with Learning Disabilities. ERIC Mini-Bib.
4p. 1mf. L1 ED 458 754

World Wide Web Resources for Communication.
56p. 1mf. L1 ED 458 664

Resource Room Programs

Access and Inclusion for Children with Autistic Spectrum Disorders: "Let Me In."
247p. 0mf. L3 ED 458 763

Responsibility

Freedom & Responsibility: A Glorious Counterpoint. AMI/USA Conference (Boston, Massachusetts, July 20-23, 2000).
115p. 2mf. L1 ED 458 968

Grace and Courtesy: A Human Responsibility. AMI/USA Conference (Oak Brook, Illinois, July 23-26, 1998).
137p. 2mf. L1 ED 458 967

Retention (Psychology)

The Effects of Blue Ink Print on Students' Memory Retention of Math Terms and Definitions.
17p. 1mf. L1 ED 459 086

Reverse Transfer Students

The Nature and Characteristics of Post-Baccalaureate Reverse Transfer Students and Their Utilization of Career Guidance.
132p. 2mf. L1 ED 458 930

Revision (Written Composition)

Young Economists and Lawyers Learn How To Write an Academic Text.
12p. 1mf. L1 ED 458 594

Rhetoric

Composition and Sustainability: Teaching for a Threatened Generation. Refiguring English Studies.
274p. 3mf. L1 ED 458 601

"Mythos" East and West: The Mythic Conceptions of Soul, Rebirth, and Salvation in the "Phaedrus" and the "Bhagavad Gita."
15p. 1mf. L1 ED 458 647

Writing Inventions: Identities, Technologies, Pedagogies.
287p. 0mf. L3 ED 458 592

Rhetorical Criticism

Rhetorical Transcendence Revisited: The "Thin Red Line" as Perennial Philosophy.
9p. 1mf. L1 ED 458 649

Rhetorical Invention

Aristotle in the Classroom: A Rhetorical Bridge between Literature and Composition.
10p. 1mf. L1 ED 458 624

Risk Management

When Things Go Wrong: Managing Critical Incidents in Children's Services.
25p. 1mf. L2 ED 458 985

Role of Education

Milestones in Rural Education, 1950-2000. A SERVE Special Report.
10p. 1mf. L1 ED 459 057

Rural Areas

Lesbian, Gay, Bisexual, and Transgender Rights: A Human Rights Perspective. Human Rights Education Series, Topic Book.
119p. 2mf. L2 ED 459 127

Measuring Counselor Competence with Lesbian/Gay/Bisexual Clients: Implications for Multicultural Training.
15p. 1mf. L1 ED 458 454

Simulation

A Command Economic System. Lesson Plan.
6p. 1mf. L1 ED 459 102

The Paper Airplane Challenge: A Market Economy Simulation. Lesson Plan.
6p. 1mf. L1 ED 459 101

Skill Development

Colorado Model Content Standards for Theatre: Suggested Grade Level Expectations.
22p. 1mf. L1 ED 458 639

Colorado Model Content Standards for Theatre: Voluntary Theatre Standards.
19p. 1mf. L1 ED 458 640

En sus marcas--Listos--A leer! Para las familias: Actividades de lenguaje para la primera infancia y ninez entre el nacimiento y los 5 anos. El reto: A leer, America! (Ready--Set--Read! For Families: Early Childhood Language Activities for Children from Birth through Age Five. America Reads Challenge).
105p. 2mf. L1 ED 458 574

En sus marcas--Listos--A leer! Para los cuidadores de ninos pequenos: Actividades de lenguaje para la primera infancia y ninez entre el nacimiento y los 5 anos. El reto: A leer, America! (Ready--Set--Read! For Caregivers: Early Childhood Language Activities for Children from Birth through Age Five. America Reads Challenge).
109p. 2mf. L1 ED 458 573

FUNdamental Movement in Early Childhood.
25p. 1mf. L2 ED 458 984

Put Reading First: Helping Your Child Learn To Read. A Parent Guide. Preschool through Grade 3.
9p. 1mf. L1 ED 458 535

Thailand--Secondary Education for Employment, Volume I: A Policy Note.
57p. 1mf. L2 ED 459 129

Thailand--Secondary Education for Employment, Volume II: Background Papers.
109p. 2mf. L2 ED 459 130

Small Businesses

Entrepreneurial Training for the Growth of Small and Medium-Sized Enterprises: Lessons from Central and Eastern Europe. Report.
159p. 2mf. L1 ED 458 432

Overview of Management Development Support for SME Growth in the Mediterranean Region: The Egyptian, Jordanian and Lebanese Cases. Report.
173p. 2mf. L1 ED 458 434

Small Colleges

Serving the Community: A Small, Liberal Arts College Writing Center.
12p. 1mf. L1 ED 458 605

Small Schools

100 Days of Learning in Place: How a Small School Utilized "Place-Based" Learning To Master State Academic Standards.

Interim Alternative Educational Setting Solution. Fourth CCBD Mini-Library Series: Addressing the Diverse Needs of Children and Youth with Emotional/Behavioral Disorders--Programs That Work.
40p. 1mf. L2 ED 458 774

Interim Alternative Educational Settings for Children with Disabilities.
60p. 1mf. L1 ED 458 747

Non-Returning Developmental English Students at NVCC, Fall 2000. Research Report.
42p. 1mf. L1 ED 458 909

Student Projects

Project Approach: Taking a Closer Look. What Is Worth Knowing More about Where You Live? CD-ROM .
0p. 0mf. L3 ED 458 952

Rural Roots: News, Information, and Commentary from the Rural School and Community Trust, 2000-2001.
78p. 1mf. L1 ED 459 036

SCANS-Related, Project-Based Instruction and Learning in Adult Education: A Professional Development Packet.
117p. 2mf. L1 ED 458 416

Student Reaction

"Creating Pictures in My Mind": A Qualitative Study of Children's Responses to Storytelling in the Classroom.
9p. 1mf. L2 ED 458 586

Student Recruitment

The Impact of Aging on Education.
14p. 1mf. L1 ED 458 405

Marketing ACE in Victoria.
60p. 1mf. L1 ED 458 373

Student Research

Homespun: Teaching Local History in Grades 6-12.
192p. 0mf. L3 ED 459 108

The Multigenre Research Paper: Voice, Passion, and Discovery in Grades 4-6.
150p. 0mf. L3 ED 458 575

The Research Workshop: Bringing the World into Your Classroom.
224p. 0mf. L3 ED 459 163

Student Rights

What Schools Need To Know: LGBT Students and the Law.
15p. 1mf. L1 ED 459 295

Zero Indifference: A How-To Guide for Ending Name-Calling in Schools.
16p. 1mf. L1 ED 459 297

Student School Relationship

Analysis of the Performance of Students in Daylit Schools.
6p. 1mf. L1 ED 458 782

Do School Facilities Really Impact a Child's Education? IssueTrak: A CEFPI Brief on Educational Facility Issues.
7p. 1mf. L1 ED 458 791

Student Surveys

Evaluating the Use of Student and Parent GEAR UP Survey Summaries in a Rural, Nine-County Region.
19p. 1mf. L1 ED 459 041

Literacies, Contexts and Practices: Public Devices for Their Definition.
17p. 1mf. L1 ED 458 544

and Academic Competency (ITAC). Revised.
10p. 1mf. L1 ED 458 378

Traditionalism

Psychotherapy in an International Setting: A Malaysian Perspective.
10p. 1mf. L1 ED 458 470

Training

China: Challenges of Secondary Education. Secondary Education Series.
26p. 1mf. L1 ED 459 132

Entrepreneurial Training for the Growth of Small and Medium-Sized Enterprises: Lessons from Central and Eastern Europe. Report.
159p. 2mf. L1 ED 458 432

Hungary: Secondary Education and Training. Secondary Education Series.
18p. 1mf. L1 ED 459 131

Poland: Secondary Education and Training. Secondary Education Series.
16p. 1mf. L1 ED 459 136

Romania: Secondary Education and Training. Secondary Education Series.
19p. 1mf. L1 ED 459 133

Russia: Secondary Education and Training. Secondary Education Series.
17p. 1mf. L1 ED 459 135

Turkey: Secondary Education and Training. Secondary Education Series.
19p. 1mf. L1 ED 459 134

Training Methods

Overview of Management Development Support for SME Growth in the Mediterranean Region: The Egyptian, Jordanian and Lebanese Cases. Report.
173p. 2mf. L1 ED 458 434

Transfer Policy

Annual Report to the Ministry of Advanced Education, Training and Technology, 2000-2001.
30p. 1mf. L1 ED 458 922

British Columbia Transfer TIPS: Facilitation Guide.
15p. 1mf. L1 ED 458 920

University and Community College Systems of Nevada Report on Articulation and Transfer.
9p. 1mf. L1 ED 458 902

Transfer Rates (College)

Annual Report to the Ministry of Advanced Education, Training and Technology, 2000-2001.
30p. 1mf. L1 ED 458 922

Profile of BC College Transfer Students Admitted to BC Universities, 1994/95 to 1998/99.
93p. 1mf. L1 ED 458 926

Transitional Programs

Education, Disability, and Juvenile Justice: Recommended Practices. Fourth CCBD Mini-Library Series: Addressing the Diverse Needs of Children and Youth with Emotional/Behavioral Disorders--Programs That Work.
49p. 1mf. L2 ED 458 775

Skills and Cognition: The "Phonics" of Academic Literacy?
18p. 1mf. L1 ED 458 585

8p. 1mf. L1 ED 458 596

Supporting Struggling Readers and Writers: Strategies for Classroom Intervention 3-6.

264p. 0mf. L3 ED 458 548

Teaching Idea Development: A Standards-Based Critical-Thinking Approach to Writing.

134p. 2mf. L2 ED 458 580

Writing Teachers

Contemporary Composition Studies: A Guide to Theorists and Terms.

330p. 0mf. L3 ED 458 577

Dixie Goswami and Write To Change: Connecting Learners.

8p. 1mf. L1 ED 458 625

Writing Workshops

For a Better World: Reading and Writing for Social Action.

208p. 0mf. L3 ED 458 561

Writing Workshop: The Essential Guide.

163p. 0mf. L3 ED 458 608

Written Language

Phonics Rules. Topics in Early Reading Coherence.

6p. 1mf. L1 ED 458 560

Year Round Schools

Parent, Teacher, and Student Satisfaction with Year-Round School Intersession.

35p. 1mf. L2 ED 458 696

Young Adults

Do It Right! Best Practices for Serving Young Adults in School and Public Libraries. Teens the Library Series.

182p. 0mf. L3 ED 458 880

Young Children

Activities That Build the Young Child's Brain.

88p. 1mf. L1 ED 458 941

Building Blocks: The Next Steps for Supporting Alaska's Young Children and Their Families.

39p. 1mf. L1 ED 458 999

The Co-Construction by Early Years Care and Education Practitioners of Literacy and Mathematics Curricula for Young Children.

20p. 1mf. L2 ED 458 610

Early Care and Education: Work Support for Families and Developmental Opportunity for Young Children. Occasional Paper. Assessing the New Federalism: An Urban Institute Program To Assess Changing Social Policies.

41p. 1mf. L1 ED 458 966

Early Education and Care, and Reconceptualizing Play. Advances in Early Education and Day Care.

330p. 0mf. L3 ED 458 974

En sus marcas--Listos--A leer! Para las familias: Actividades de lenguaje para la primera infancia y ninez entre el nacimiento y los 5 anos. El reto: A leer, America! (Ready--Set--Read! For Families: Early Childhood Language Activities for Children from Birth through Age Five. America Reads Challenge).

105p. 2mf. L1 ED 458 574

En sus marcas--Listos--A leer! Para los cuidadores de ninos pequenos: Actividades de lenguaje para la primera infancia y ninez entre el nacimiento y los 5 anos. El reto: A leer, America! (Ready--Set--Read! For Caregivers: Early Childhood Language Activities for Children from Birth through Age Five. America Reads Challenge).

13p. 1mf. L1 ED 458 466

Do It Right! Best Practices for Serving Young Adults in School and Public Libraries. Teens the Library Series.

182p. 0mf. L3 ED 458 880

Grace and Courtesy: A Human Responsibility. AMI/USA Conference (Oak Brook, Illinois, July 23-26, 1998).

137p. 2mf. L1 ED 458 967

Influence of Achievement Beliefs on Adolescent Girls' Sport Confidence Sources.

25p. 1mf. L1 ED 458 478

Kids Count in Michigan Data Book, 2001: County Profiles of Child and Family Well-Being.

426p. 5mf. L1 ED 458 978

West Virginia KIDS COUNT Data Book: 2000 County Profiles of Child Well-Being.

193p. 2mf. L1 ED 458 960

Wilmington Kids Count Fact Book, 2001.

88p. 1mf. L1 ED 458 991

Adoption (Ideas)

Policy Innovations in the VET Sector: The Role of Instructors in a Competency-Based Environment.

12p. 1mf. L1 ED 458 400

Adult Education

Active Listening--Listen, Repeat, Do. Scans Plans Portfolio.

4p. 1mf. L1 ED 458 830

Adult Education and Indigenous Peoples in Brazil. International Survey on Adult Education for Indigenous Peoples. Country Study: Brazil.

47p. 1mf. L1 ED 458 365

Adult Education and Indigenous Peoples in Canada. International Survey on Adult Education for Indigenous Peoples. Country Study: Canada.

88p. 1mf. L1 ED 458 366

Adult Education and Indigenous Peoples in Norway. International Survey on Adult Education for Indigenous Peoples. Country Study: Norway.

103p. 2mf. L1 ED 458 367

Adult Education and Indigenous Peoples in Russia. International Survey on Adult Education for Indigenous Peoples. Country Study: Russia.

77p. 1mf. L1 ED 458 369

Adult Education and Indigenous Peoples in the Philippines. International Survey on Adult Education for Indigenous Peoples. Country Study: The Philippines.

46p. 1mf. L1 ED 458 368

Adult Education at Work: A Collaborative Resource Addressing the Changing World of Work and Learning.

155p. 2mf. L1 ED 458 356

An Annotated Bibliography of Second Language Acquisition in Adult English Language Learners.

13p. 1mf. L1 ED 458 834

Certificates in English Language Literacies (CELL). ARIS Information Sheet.

6p. 1mf. L1 ED 458 836

Completing Interviews. Scans Plans Portfolio.

4p. 1mf. L1 ED 458 829

Identifying Skills and Personal Qualities. Scans Plans Portfolio.

4p. 1mf. L1 ED 458 827

The Impact of Aging on Education.

14p. 1mf. L1 ED 458 405

An Intellectual Biography of Ivan Illich.

116p. 2mf. L1 ED 458 393

27p. 1mf. L1 ED 459 255
State Summary of Ohio. Ed Watch Online.
27p. 1mf. L1 ED 459 256
State Summary of Oklahoma. Ed Watch Online.
27p. 1mf. L1 ED 459 257
State Summary of Oregon. Ed Watch Online.
27p. 1mf. L1 ED 459 258
State Summary of Pennsylvania. Ed Watch Online.
27p. 1mf. L1 ED 459 259
State Summary of Rhode Island. Ed Watch Online.
27p. 1mf. L1 ED 459 260
State Summary of South Carolina. Ed Watch Online.
27p. 1mf. L1 ED 459 261
State Summary of South Dakota. Ed Watch Online.
27p. 1mf. L1 ED 459 262
State Summary of Tennessee. Ed Watch Online.
27p. 1mf. L1 ED 459 263
State Summary of Texas. Ed Watch Online.
27p. 1mf. L1 ED 459 264
State Summary of Utah. Ed Watch Online.
27p. 1mf. L1 ED 459 265
State Summary of Vermont. Ed Watch Online.
27p. 1mf. L1 ED 459 266
State Summary of Virginia. Ed Watch Online.
27p. 1mf. L1 ED 459 267
State Summary of Washington. Ed Watch Online.
27p. 1mf. L1 ED 459 268
State Summary of West Virginia. Ed Watch Online.
27p. 1mf. L1 ED 459 269
State Summary of Wisconsin. Ed Watch Online.
27p. 1mf. L1 ED 459 270
State Summary of Wyoming. Ed Watch Online.
27p. 1mf. L1 ED 459 271
Summary of the Nation. Ed Watch Online.
26p. 1mf. L1 ED 459 220

Blacks

Counseling African American Families. The Family Psychology and Counseling Series.

110p. 2mf. L2 ED 458 514

Blindness

AFB Directory of Services for Blind and Visually Impaired Persons in the United States and Canada. 26th Edition.

823p. 0mf. L3 ED 458 731

Block Scheduling

Research Review for School Leaders. Volume III.

386p. 0mf. L3 ED 458 708

Boards of Education

Leadership for Student Learning: Restructuring School District Leadership. School Leadership for the 21st Century Initiative: A Report of the Task Force on School District Leadership.

40p. 1mf. L2 ED 458 684
Who's in Charge around Here?
13p. 1mf. L1 ED 458 712

Books

Access for All: Closing the Book Gap for Children in Early Education.

101p. 2mf. L1 ED 458 569

Brain

Missouri Journal of Research in Music Education, 1962-1966.
355p. 4mf. L1 ED 459 091

Missouri Journal of Research in Music Education, 1967-1971.
520p. 6mf. L1 ED 459 092

Missouri Journal of Research in Music Education, 1972-1976.
539p. 6mf. L1 ED 459 093

Missouri Journal of Research in Music Education, 1977-1981.
554p. 6mf. L1 ED 459 094

Missouri Journal of Research in Music Education, 1982-1988.
650p. 7mf. L1 ED 459 095

Phonics Activities in the Reading Curriculum.
10p. 1mf. L1 ED 458 546

Psychologists in Partnership with Criminal Justice in American Public Schools: A Match Made in Heaven or a Marriage from Hell?
23p. 1mf. L1 ED 459 276

Reading and Writing Connections in the Language Arts.
9p. 1mf. L1 ED 458 623

Reading: Intrinsic versus Extrinsic Motivation.
8p. 1mf. L1 ED 458 566

SARC Literacy Activities Handbook: Supporting Literacy for People with Intellectual/Developmental Challenges.
412p. 5mf. L1 ED 458 386

Social Studies for the Elementary and Middle Grades: A Constructivist Approach.
480p. 0mf. L3 ED 459 110

Split a Gut and Learn: Theory and Research.
10p. 1mf. L1 ED 458 671

Supporting Struggling Readers and Writers: Strategies for Classroom Intervention 3-6.
264p. 0mf. L3 ED 458 548

Teaching Reading in High School English Classes.
182p. 2mf. L1 ED 458 526

What We Know About: Helping Middle and High School Readers--Teaching and Learning Strategies across the Curriculum.
80p. 0mf. L3 ED 458 550

Clinical Diagnosis

Discrepancy Models in the Identification of Learning Disability. Executive Summary.
9p. 1mf. L1 ED 458 758

Empirical and Theoretical Support for Direct Diagnosis of Learning Disabilities by Assessment of Intrinsic Processing Weaknesses. Executive Summary.
7p. 1mf. L1 ED 458 760

Learning Disabilities: Historical Perspectives. Executive Summary.
9p. 1mf. L1 ED 458 756

Practical Model and Protocol for Interpreting MCMI-III Results to Clients.
10p. 1mf. L1 ED 458 453

Responsiveness to Intervention: An Alternative Approach to the Identification of Learning Disabilities. Executive Summary.
9p. 1mf. L1 ED 458 755

Cluster Analysis

A Taxonomy of Career Development Interventions That Occur in U.S. Secondary Schools.
39p. 1mf. L1 ED 458 408

Cognitive Development

Cognitively Guided Instruction & Systemic Reform.
32p. 1mf. L1 ED 458 716

More Parental Choice in Europe? Overview of Effectiveness Differences between Religious Schools and Public Schools in

9p. 1mf. L1 ED 458 753

Religion & Public Schools: Striking a Constitutional Balance. Revised Edition.

243p. 0mf. L3 ED 458 678

Rural Policy Matters: A Newsletter of Rural School & Community Action, 2001.

46p. 1mf. L1 ED 459 043

Creative Expression

Originality and Creativity.

9p. 1mf. L1 ED 458 582

Creative Writing

Brave New Voices: The YOUTH SPEAKS Guide to Teaching Spoken Word Poetry.

120p. 0mf. L3 ED 458 653

Picture Books: Who Are They For?

10p. 1mf. L1 ED 458 581

When I Whisper, Nobody Listens: Helping Young People Write about Difficult Issues.

136p. 0mf. L3 ED 458 598

Creativity

Creative and Inclusive Strategies for Lifelong Learning: Report of International Roundtable (Hamburg, Germany, November 27-29, 2000).

123p. 2mf. L1 ED 458 361

Originality and Creativity.

9p. 1mf. L1 ED 458 582

Crime Prevention

Evaluation of the Courtlink Auto Crime Prevention Program (CACPP) for Senior Elementary and Alternative School Students in British Columbia.

156p. 2mf. L1 ED 459 291

Crisis Management

When Things Go Wrong: Managing Critical Incidents in Children's Services.

25p. 1mf. L2 ED 458 985

Criteria

Overview of State Certification/Chartering Criteria for One-Stop Career Centers. Matrices and Final Narrative.

147p. 2mf. L1 ED 458 372

Critical Reading

For a Better World: Reading and Writing for Social Action.

208p. 0mf. L3 ED 458 561

Illuminating Texts: How To Teach Students To Read the World.

210p. 0mf. L3 ED 458 529

Critical Theory

Critical Encounters in High School English: Teaching Literary Theory to Adolescents. Language and Literacy Series.

216p. 0mf. L3 ED 458 579

Critical Theory & Textual Arguments: Expanding Habermas's Analysis of Literary Claims.

13p. 1mf. L1 ED 458 646

Paradigmatic Differences in Educational Administration: Positivism and Critical Theory.

57p. 1mf. L1 ED 458 706

Critical Thinking

Supporting Drama and Imaginative Play in the Early Years. Supporting Early Learning.
171p. 0mf. L3 ED 458 942

Dress Codes

The Influence of a Mandatory School Uniform Policy.
13p. 1mf. L1 ED 458 695

Drinking

Alcohol Use among University Students: Incidence, Reasons, and Effects.
10p. 1mf. L1 ED 458 472

Alcohol: Controlling the Toxic Spill. An Issue Book for National Issues Forums.
33p. 1mf. L1 ED 459 126

Dropout Characteristics

SIAST Leavers Study, 1998-99: Why Do Our Students Leave?
53p. 1mf. L1 ED 458 919

Dropout Rate

Calculating a Cohort Dropout Rate for the Chicago Public Schools: A Technical Research Report.
25p. 1mf. L1 ED 459 287

Issues Concerning Public School Dropouts in South Texas.
59p. 1mf. L1 ED 458 705

Dropout Research

Calculating a Cohort Dropout Rate for the Chicago Public Schools: A Technical Research Report.
25p. 1mf. L1 ED 459 287

Issues Concerning Public School Dropouts in South Texas.
59p. 1mf. L1 ED 458 705

SIAST Leavers Study, 1998-99: Why Do Our Students Leave?
53p. 1mf. L1 ED 458 919

Dropouts

Dropping out of High School: The Role of School Organization and Structure.
44p. 1mf. L1 ED 458 694

Issues Concerning Public School Dropouts in South Texas.
59p. 1mf. L1 ED 458 705

SIAST Leavers Study, 1998-99: Why Do Our Students Leave?
53p. 1mf. L1 ED 458 919

They Are Our Kids: Significant Findings from a 1998 Latino Dropout Study.
18p. 1mf. L1 ED 459 033

Drug Education

Anabolic Steroid Abuse. National Institute on Drug Abuse Research Report Series.
14p. 1mf. L1 ED 458 516

Drug Use

Patterns of Drug Use: The Role of Dichotomous Conceptualizations.
12p. 1mf. L1 ED 458 463

Dual Enrollment

Running Start Research and Discussion.
12p. 1mf. L1 ED 458 914

Due Process

The Involvement of Lay Advocates in Due Process Hearings. Quick Turn Around (QTA).

Thailand--Secondary Education for Employment, Volume I: A Policy Note.

57p. 1mf. L2 ED 459 129

Turkey: Secondary Education and Training. Secondary Education Series.

19p. 1mf. L1 ED 459 134

Educational Practices

Adult Education and Indigenous Peoples in Canada. International Survey on Adult Education for Indigenous Peoples. Country Study: Canada.

88p. 1mf. L1 ED 458 366

Brain Research and Childhood Education: Implications for Educators.

75p. 1mf. L2 ED 458 943

China: Challenges of Secondary Education. Secondary Education Series.

26p. 1mf. L1 ED 459 132

Delta Pi Epsilon National Conference. Book of Readings (Nashville, Tennessee, November 15-17, 2001).

149p. 2mf. L1 ED 458 406

Double-Shift Secondary Schools: Possibilities and Issues. Secondary Education Series.

20p. 1mf. L1 ED 459 137

Education, Disability, and Juvenile Justice: Recommended Practices. Fourth CCBD Mini-Library Series: Addressing the Diverse Needs of Children and Youth with Emotional/Behavioral Disorders--Programs That Work.

49p. 1mf. L2 ED 458 775

Entrepreneurial Training for the Growth of Small and Medium-Sized Enterprises: Lessons from Central and Eastern Europe. Report.

159p. 2mf. L1 ED 458 432

Glossary of Adult Learning in Europe. A.E. Monographs.

127p. 2mf. L1 ED 458 363

Grace and Courtesy: A Human Responsibility. AMI/USA Conference (Oak Brook, Illinois, July 23-26, 1998).

137p. 2mf. L1 ED 458 967

High-Performing Schools Serving Mexican American Students: What They Can Teach Us. ERIC Digest.

4p. 1mf. L1 ED 459 048

Hungary: Secondary Education and Training. Secondary Education Series.

18p. 1mf. L1 ED 459 131

Interim Alternative Educational Settings for Children with Disabilities.

60p. 1mf. L1 ED 458 747

Learning Disabilities: Historical Perspectives. Executive Summary.

9p. 1mf. L1 ED 458 756

Linking Service-Learning and School-to-Work: Policy, Partnerships and Practice To Help All Students Succeed.

33p. 1mf. L1 ED 458 441

One Kid at a Time: Big Lessons from a Small School. Series on School Reform. The Series on School Reform.

171p. 0mf. L3 ED 459 051

Poland: Secondary Education and Training. Secondary Education Series.

16p. 1mf. L1 ED 459 136

Romania: Secondary Education and Training. Secondary Education Series.

19p. 1mf. L1 ED 459 133

Russia: Secondary Education and Training. Secondary Education Series.

Cases. Report.
173p. 2mf. L1 ED 458 434

Environmental Education

Drama and Primary Science.
13p. 1mf. L1 ED 458 643

Education for Sustainability: The Need for a New Human Perspective.
13p. 1mf. L1 ED 459 069

The Nature of Transformation: Environmental Adult Education. Second Edition.
106p. 0mf. L3 ED 458 371

Newcomers and the Environment: ESL Textbook with Teaching Guide--Answer Key and ESL Textbook. Advanced Level.
138p. 2mf. L1 ED 458 841

Newcomers and the Environment: Teaching Guide--Answer Key and ESL Textbook. Intermediate Level.
85p. 1mf. L1 ED 458 840

Environmental Influences

Education for Sustainability: The Need for a New Human Perspective.
13p. 1mf. L1 ED 459 069

Epistemology

Evaluating Introductory Physics Classes in Light of the ABET Criteria: An Example from the SCALE-UP Project.
16p. 1mf. L1 ED 459 063

Introduction to SCALE-UP: Student-Centered Activities for Large Enrollment University Physics.
13p. 1mf. L1 ED 459 062

Equal Education

Access Diminished: A Report on Women's Training and Employment Services in Ontario.
35p. 1mf. L1 ED 458 394

Barriers to Equal Education for Aboriginal Learners: A Review of the Literature. A BC Human Rights Commission Report.
72p. 1mf. L1 ED 459 020

The Challenge of Universal Primary Education: Strategies for Achieving the International Development Targets.
48p. 1mf. L1 ED 459 007

Educational Equity in Alabama: What We Learned from Report Card 2000. Research Brief.
39p. 1mf. L2 ED 459 198

Equality through Access. Annual Report, 2000/01.
24p. 1mf. L1 ED 459 021

Helping To Establish a Culture of Learning and Teaching in South Africa. Education Africa Forum. Second Edition.
0p. 0mf. L3 ED 459 143

IDRA Newsletter, 2001.
155p. 2mf. L1 ED 459 044

Pathways to Equality: Hearings on Access to Public Education for Aboriginal People. Discussion Paper.
32p. 1mf. L1 ED 459 022

Racial Harassment in Vermont Public Schools.
149p. 2mf. L1 ED 459 294

The Role of Education in Preventing Ethnic Conflicts: The Case of Roma in the Czech Republic. GSFI Occasional Paper.
59p. 1mf. L1 ED 459 278

Schools More Separate: Consequences of a Decade of Resegregation.
55p. 1mf. L1 ED 459 217

Whose Reform: Teachers' Voices from Silence.
20p. 1mf. L1 ED 459 154

Disease Prevention Objectives.
524p. 6mf. L1 ED 459 289

A Whole Community Approach to Otitis Media--Reducing Its Incidence and Effects. Report.
62p. 1mf. L1 ED 459 024

Health Services

Poverty, Education and Health in Indonesia: Who Benefits from Public Spending? Working Paper.
64p. 1mf. L2 ED 459 053

State of the World's Newborns: A Report from Saving Newborn Lives.
59p. 1mf. L1 ED 458 972

Hearing Impairments

Sensational Sea Life: A Teacher-Friendly Thematic Unit with CD-ROM . R.E.A.D. A.N.D. F.E.E.D. Series.
126p. 0mf. L3 ED 458 770

A Whole Community Approach to Otitis Media--Reducing Its Incidence and Effects. Report.
62p. 1mf. L1 ED 459 024

Hearings

Pathways to Equality: Hearings on Access to Public Education for Aboriginal People. Discussion Paper.
32p. 1mf. L1 ED 459 022

Help Seeking

Asian American College Students' Beliefs and Perceptions of Therapy.
35p. 1mf. L1 ED 458 474

Psychotherapy in an International Setting: A Malaysian Perspective.
10p. 1mf. L1 ED 458 470

Heritage Education

Heritage Languages in America: Preserving a National Resource. Language in Education: Theory and Practice.
332p. 4mf. L1 ED 458 809

Hidden Curriculum

The Extra-Ordinary School: Parergonality & Pedagogy. Counterpoints: Studies in the Postmodern Theory of Education.
212p. 0mf. L3 ED 458 686

High Risk Students

Engendering Student Success: A Study of Long Beach City College EOP&S Students.
309p. 4mf. L1 ED 458 924

Entrepreneurship Education for At-Risk Youth: A Successful Model for University/Business Partnerships.
20p. 1mf. L1 ED 458 357

Evaluation of the Courtlink Auto Crime Prevention Program (CACPP) for Senior Elementary and Alternative School Students in British Columbia.
156p. 2mf. L1 ED 459 291

Integrating Technology in Program Development for Children/Youth with E/BD.
53p. 1mf. L1 ED 458 738

They Are Our Kids: Significant Findings from a 1998 Latino Dropout Study.
18p. 1mf. L1 ED 459 033

Trends in Standards of Literacy in the United Kingdom, 1948-1996.
17p. 1mf. L1 ED 458 604

100 Days of Learning in Place: How a Small School Utilized "Place-Based" Learning To Master State Academic Standards.
13p. 1mf. L1 ED 459 023

Dental Assistant. FasTrak Specialization Integrated Technical and Academic Competency (ITAC). Revised.
13p. 1mf. L1 ED 458 376

Drafting. FasTrak Specialization Integrated Technical and Academic Competency (ITAC). Revised.
9p. 1mf. L1 ED 458 377

Electrical Trades. FasTrak Specialization Integrated Technical and Academic Competency (ITAC). Revised.
10p. 1mf. L1 ED 458 378

Electronics. FasTrak Specialization Integrated Technical and Academic Competency (ITAC). Revised.
11p. 1mf. L1 ED 458 379

Expeditionary Learning Approach in Integrated Teacher Education: Model Effectiveness and Dilemma.
13p. 1mf. L1 ED 459 155

Graphic Communications. FasTrak Specialization Integrated Technical and Academic Competency (ITAC). Revised.
12p. 1mf. L1 ED 458 380

Nurse Assistant. FasTrak Specialization Integrated Technical and Academic Competency (ITAC). Revised.
17p. 1mf. L1 ED 458 381

Practical Nursing. FasTrak Specialization Integrated Technical and Academic Competency (ITAC). Revised.
16p. 1mf. L1 ED 458 382

The Presence of Strategies and Conditions for Integrating Academic and Career and Technical Education.
7p. 1mf. L1 ED 458 413

Rural Schools on the Prairie Turn to Land for Learning and Inspiration. Rural Trust Featured Project.
13p. 1mf. L1 ED 459 055

Visual Communications Art. FasTrak Specialization Integrated Technical and Academic Competency (ITAC). Revised.
12p. 1mf. L1 ED 458 383

Work-Based Learning: A New Higher Education?
234p. 0mf. L3 ED 458 409

Integrated Services

Eating Disorder Prevention Programming.
24p. 1mf. L1 ED 458 462

Partnering for Quality under the Workforce Investment Act: A Tool Kit for One-Stop System Building. Module 4: Designing a System for the Delivery of Integrated Services. Trainer Manual with Participant Workbook.
107p. 2mf. L1 ED 458 425

Research on Full-Service Schools and Students with Disabilities. ERIC/OSEP Digest.
4p. 1mf. L1 ED 458 749

Interaction

Interaction: The Key to Successful Distance Learning.
9p. 1mf. L1 ED 458 870

Intercollegiate Cooperation

"I Don't Think They Even Exist!" Teaching CMC through CMC: Experiences from a Cross-University Computer-Mediated Communication Class.
23p. 1mf. L1 ED 458 660

Intercultural Communication

English Education and Communication Studies: Ambiguity in the International Airway.

Library Instruction

The Library at the Center of the Web: Information Literacy across the Curriculum in an Age of Connectivity and Chaos.
9p. 1mf. L1 ED 458 886

Library Materials

The Evidence in Hand: Report of the Task Force on the Artifact in Library Collections. Optimizing Collections and Services for Scholarly Use.
125p. 2mf. L1 ED 458 887

Library Personnel

Diversity in the Library: A Way of Life. Videotape .
0p. 0mf. L3 ED 458 878

Travel, Sabbatical, and Study Leave Policies in College Libraries. CLIP Note.
110p. 0mf. L3 ED 458 881

Library Planning

Library Off-Site Shelving: Guide for High-Density Facilities.
241p. 0mf. L3 ED 458 877

South Dakota's Libraries--Building Toward 2002: A Statewide Plan for the Development of Library and Information Services, 1998-2002.
17p. 1mf. L1 ED 458 889

Library Policy

Travel, Sabbatical, and Study Leave Policies in College Libraries. CLIP Note.
110p. 0mf. L3 ED 458 881

Library Role

Chronology of Milestones for Libraries and Adult Lifelong Learning and Literacy.
13p. 1mf. L1 ED 458 888

The Library at the Center of the Web: Information Literacy across the Curriculum in an Age of Connectivity and Chaos.
9p. 1mf. L1 ED 458 886

Library Services

Chronology of Milestones for Libraries and Adult Lifelong Learning and Literacy.
13p. 1mf. L1 ED 458 888

Diversity in the Library: A Way of Life. Videotape .
0p. 0mf. L3 ED 458 878

Do It Right! Best Practices for Serving Young Adults in School and Public Libraries. Teens the Library Series.
182p. 0mf. L3 ED 458 880

The Evidence in Hand: Report of the Task Force on the Artifact in Library Collections. Optimizing Collections and Services for Scholarly Use.
125p. 2mf. L1 ED 458 887

South Dakota's Libraries--Building Toward 2002: A Statewide Plan for the Development of Library and Information Services, 1998-2002.
17p. 1mf. L1 ED 458 889

Umea, Sweden--Saskatoon, Canada: Resource-Based Learning Study Tour. A Report of a Study Tour of Saskatoon School Libraries.
98p. 2mf. L1 ED 458 884

Virtual Reference Services--Down-Under: A Cautionary Tale.
15p. 1mf. L1 ED 458 868

Library Surveys

104p. 0mf. L3 ED 459 141

European Structures of Qualification Levels: A Synthesis Based on Reports on Recent Developments in Germany, Spain, France, the Netherlands and the United Kingdom (England and Wales). Volume 1. CEDEFOP Reference Series.

122p. 2mf. L1 ED 458 444

European Structures of Qualification Levels: Reports on Recent Developments in Germany, Spain, France, the Netherlands and in the United Kingdom (England and Wales). Volume 3.

62p. 1mf. L1 ED 458 446

European Structures of Qualification Levels: Reports on Recent Developments in Germany, Spain, France, the Netherlands and in the United Kingdom (England and Wales). Volume II.

273p. 3mf. L1 ED 458 445

Fitness Day. Lesson Plan.

6p. 1mf. L1 ED 459 100

A Framework for Defining and Assessing Occupational and Training Standards in Developing Countries. Information Series.

67p. 1mf. L1 ED 458 419

Holiday Market Basket Information. Lesson Plan.

6p. 1mf. L1 ED 459 099

NOVA R Fall 2001 Teacher's Guide.

55p. 1mf. L1 ED 459 073

Native Language Instruction

Tribal-State Partnerships: Assuring Success in Indian Education. Report of the Arizona Indian Town Hall (20th, Phoenix, Arizona, June 20-21, 2000).

7p. 1mf. L1 ED 459 016

Native Speakers

Heritage Languages in America: Preserving a National Resource. Language in Education: Theory and Practice.

332p. 4mf. L1 ED 458 809

Natural Language Processing

Geometric Foundation and Quantification of the Flow in a Verbal Expression.

29p. 1mf. L1 ED 459 193

Needs Assessment

Identifying Assessment Needs of Student Affairs Professionals Using a Web-Based Survey.

15p. 1mf. L1 ED 458 465

Negative Attitudes

Exploration of the Emotional Avenues of Career Change.

11p. 1mf. L1 ED 458 487

Neighborhood Improvement

Organizing Community-Wide Dialogue for Action and Change: A Step-by-Step Guide.

162p. 2mf. L1 ED 458 384

Neonates

State of the World's Newborns: A Report from Saving Newborn Lives.

59p. 1mf. L1 ED 458 972

Neurological Impairments

Dyspraxia 5-11: A Practical Guide.

136p. 0mf. L3 ED 458 781

The Student with a Brain Injury: Achieving Goals for Higher Education.

Money and Politics: Who Owns Democracy? NIF Report on the Issues, 2001.
31p. 1mf. L1 ED 459 123

Political Learning in the Historical Context. International Studies in Political Socialisation and Political Education.
137p. 0mf. L3 ED 459 087

School Construction. Policy Report.
12p. 1mf. L1 ED 458 785

Political Power

A Guide for the Powerless and Those Who Don't Know Their Own Power: A Primer on the American Political Process.
65p. 1mf. L1 ED 459 088

Political Science

Political Learning in the Historical Context. International Studies in Political Socialisation and Political Education.
137p. 0mf. L3 ED 459 087

Political Socialization

Political Learning in the Historical Context. International Studies in Political Socialisation and Political Education.
137p. 0mf. L3 ED 459 087

Politics

A Guide for the Powerless and Those Who Don't Know Their Own Power: A Primer on the American Political Process.
65p. 1mf. L1 ED 459 088

Money and Politics: Who Owns Democracy? NIF Report on the Issues, 2001.
31p. 1mf. L1 ED 459 123

Politics of Education

Education in the New Latino Diaspora: Policy and the Politics of Identity. Sociocultural Studies in Educational Policy Formation and Appropriation.
275p. 0mf. L3 ED 459 029

Politicization and Democratization of Adult Education. Models for Adult and Lifelong Learning.
122p. 2mf. L1 ED 458 412

School Councils in New South Wales: A Report to the New South Wales Department of Education and Training.
19p. 1mf. L1 ED 459 019

Popular Education

Politicization and Democratization of Adult Education. Models for Adult and Lifelong Learning.
122p. 2mf. L1 ED 458 412

Population Trends

The 2000 Census and Growth Patterns in Rural America. The Main Street Economist: Commentary on the Rural Economy.
5p. 1mf. L1 ED 459 040

Portfolios (Background Materials)

Prior Learning Assessment: An Investigation of Nonsponsored Learning for College Credits.
229p. 3mf. L1 ED 458 903

Using Rubrics. Teacher to Teacher.
5p. 1mf. L1 ED 458 392

Postsecondary Education

What Happened to the Consensus on Higher Still? CES Briefing.
6p. 1mf. L1 ED 459 115

State Summary of Arkansas. Ed Watch Online.
27p. 1mf. L1 ED 459 224

State Summary of California. Ed Watch Online.
27p. 1mf. L1 ED 459 225

State Summary of Colorado. Ed Watch Online.
27p. 1mf. L1 ED 459 226

State Summary of Connecticut. Ed Watch Online.
27p. 1mf. L1 ED 459 227

State Summary of Delaware. Summaries. Ed Watch Online.
27p. 1mf. L1 ED 459 228

State Summary of District of Columbia. Ed Watch Online.
27p. 1mf. L1 ED 459 229

State Summary of Florida. Ed Watch Online.
27p. 1mf. L1 ED 459 230

State Summary of Georgia. Ed Watch Online.
27p. 1mf. L1 ED 459 231

State Summary of Hawaii. Ed Watch Online.
27p. 1mf. L1 ED 459 232

State Summary of Idaho. Ed Watch Online.
27p. 1mf. L1 ED 459 233

State Summary of Illinois. Ed Watch Online.
27p. 1mf. L1 ED 459 234

State Summary of Indiana. Ed Watch Online.
27p. 1mf. L1 ED 459 235

State Summary of Iowa. Ed Watch Online.
27p. 1mf. L1 ED 459 236

State Summary of Kansas. Ed Watch Online.
27p. 1mf. L1 ED 459 237

State Summary of Kentucky. Ed Watch Online.
27p. 1mf. L1 ED 459 238

State Summary of Louisiana. Ed Watch Online.
27p. 1mf. L1 ED 459 239

State Summary of Maine. Ed Watch Online.
27p. 1mf. L1 ED 459 240

State Summary of Maryland. Ed Watch Online.
27p. 1mf. L1 ED 459 241

State Summary of Massachusetts. Ed Watch Online.
27p. 1mf. L1 ED 459 242

State Summary of Michigan. Ed Watch Online.
27p. 1mf. L1 ED 459 243

State Summary of Minnesota. Ed Watch Online.
27p. 1mf. L1 ED 459 244

State Summary of Mississippi. Ed Watch Online.
27p. 1mf. L1 ED 459 245

State Summary of Missouri. Ed Watch Online.
27p. 1mf. L1 ED 459 246

State Summary of Montana. Ed Watch Online.
27p. 1mf. L1 ED 459 247

State Summary of Nebraska. Ed Watch Online.
27p. 1mf. L1 ED 459 248

State Summary of Nevada. Ed Watch Online.
27p. 1mf. L1 ED 459 249

State Summary of New Hampshire. Ed Watch Online.
27p. 1mf. L1 ED 459 250

State Summary of New Jersey. Ed Watch Online.
27p. 1mf. L1 ED 459 251

State Summary of New Mexico. Ed Watch Online.
27p. 1mf. L1 ED 459 252

State Summary of New York. Ed Watch Online.
27p. 1mf. L1 ED 459 253

State Summary of North Carolina. Ed Watch Online.
27p. 1mf. L1 ED 459 254

State Summary of North Dakota. Ed Watch Online.
27p. 1mf. L1 ED 459 255

The 2000 Census and Growth Patterns in Rural America. The Main Street Economist: Commentary on the Rural Economy.
5p. 1mf. L1 ED 459 040

School at the Centre (SatC): A Pilot Project in North Queensland. Report One: Completion of Phase One, the US Visit and Visits to Australian Schools.
156p. 2mf. L1 ED 459 025

Rural Education

E-Commerce and Education. Graduate Paper Series on Electronic Commerce.
12p. 1mf. L1 ED 459 013

Interstate Variations in Rural Student Achievement and Schooling Conditions. ERIC Digest.
4p. 1mf. L1 ED 459 037

Milestones in Rural Education, 1950-2000. A SERVE Special Report.
10p. 1mf. L1 ED 459 057

Multi-Grade Teaching: A Review of Research and Practice. Education Research.
74p. 1mf. L1 ED 459 042

Rural Policy Matters: A Newsletter of Rural School & Community Action, 2001.
46p. 1mf. L1 ED 459 043

Rural Roots: News, Information, and Commentary from the Rural School and Community Trust, 2000-2001.
78p. 1mf. L1 ED 459 036

School at the Centre (SatC): A Pilot Project in North Queensland. Report One: Completion of Phase One, the US Visit and Visits to Australian Schools.
156p. 2mf. L1 ED 459 025

School Subsidies for the Poor: Evaluating the Mexican Progresa Poverty Program. Center Discussion Paper.
84p. 1mf. L1 ED 459 046

Rural Family

School Subsidies for the Poor: Evaluating the Mexican Progresa Poverty Program. Center Discussion Paper.
84p. 1mf. L1 ED 459 046

Welfare Reform in Rural America: A Review of Current Research.
65p. 1mf. L1 ED 459 054

Rural Population

The 2000 Census and Growth Patterns in Rural America. The Main Street Economist: Commentary on the Rural Economy.
5p. 1mf. L1 ED 459 040

Rural Schools

Exploring the Relationship between a Small Rural School in Northeast Georgia and Its Community: An Image-Based Study Using Participant-Produced Photographs.
411p. 5mf. L1 ED 459 014

The Rural School and Community Trust Annual Report, 2001.
17p. 1mf. L1 ED 459 032

Rural Schools on the Prairie Turn to Land for Learning and Inspiration. Rural Trust Featured Project.
13p. 1mf. L1 ED 459 055

Rural Urban Differences

Welfare Reform in Rural America: A Review of Current Research.
65p. 1mf. L1 ED 459 054

Youth Unemployment in Rural Areas. Work and Opportunity Series.
57p. 1mf. L2 ED 459 012

Rural Women

13p. 1mf. L1 ED 459 023

Consensus or Compromise? Making the School-Based Curricula in Lower-Level Comprehensive Schools in Finland. Research Report .

101p. 2mf. L2 ED 459 030

One Kid at a Time: Big Lessons from a Small School. Series on School Reform. The Series on School Reform.

171p. 0mf. L3 ED 459 051

Rural Policy Matters: A Newsletter of Rural School & Community Action, 2001.

46p. 1mf. L1 ED 459 043

School Councils in New South Wales: A Report to the New South Wales Department of Education and Training.

19p. 1mf. L1 ED 459 019

Social Action

For a Better World: Reading and Writing for Social Action.

208p. 0mf. L3 ED 458 561

Social Change

Adult Education & Social Change. Models for Adult and Lifelong Learning.

130p. 2mf. L1 ED 458 410

The Nature of Transformation: Environmental Adult Education. Second Edition.

106p. 0mf. L3 ED 458 371

Social Class

Poverty and Depression among Men: The Social Class Worldview Model and Counseling Implications.

13p. 1mf. L1 ED 458 473

Social Cognition

Children's Attitudes toward Race and Gender.

17p. 1mf. L1 ED 458 469

On Infusing Disability Studies into the General Curriculum. On Point...Brief Discussions of Critical Issues in Urban Education.

16p. 1mf. L1 ED 458 737

Social Development

The Child at School: Interactions with Peers and Teachers. Texts in Developmental Psychology.

256p. 0mf. L3 ED 458 951

Educating Minds and Hearts: Social Emotional Learning and the Passage into Adolescence. Series on Social Emotional Learning.

216p. 0mf. L3 ED 458 945

Young Children's Personal, Social and Emotional Development.

192p. 0mf. L3 ED 458 949

Social Differences

Write Me In: Inclusive Texts in the Primary Classroom.

124p. 2mf. L1 ED 458 607

Social Discrimination

Equality through Access. Annual Report, 2000/01.

24p. 1mf. L1 ED 459 021

Social History

Boyhood in America: An Encyclopedia. Volumes 1 and 2. The American Family.

845p. 0mf. L3 ED 459 113

Girlhood in America: An Encyclopedia. Volumes 1 and 2. The American Family.

773p. 0mf. L3 ED 459 112

Social Indicators

Student Teacher Evaluation

Evaluating Student Reflections.
21p. 1mf. L1 ED 459 174

Student Teachers

Coaching & Mentoring First-Year and Student Teachers.
151p. 0mf. L3 ED 459 176

"Reading for Information": How Student Teachers React to an Interactive Teaching Approach.
8p. 1mf. L1 ED 458 543

Student Volunteers

"In Loco Communitas": Service-Learning and the Liberal Arts.
26p. 1mf. L1 ED 458 654

Study Skills

The Effects of Combined Content Enhancements on the Performance of Students with Learning Disabilities.
133p. 2mf. L2 ED 458 765

Summer Programs

Imagine...Opportunities and Resources for Academically Talented Youth.
183p. 2mf. L2 ED 458 751

Summer Schools

The Effectiveness of Summer School in Getting Students To Function on Grade Level in Gateway Grades.
13p. 1mf. L1 ED 458 704

Extended School Year. Issues in Education. Technical Assistance Bulletin.
6p. 1mf. L1 ED 458 736

Superintendents

Leadership for Student Learning: Restructuring School District Leadership. School Leadership for the 21st Century Initiative: A Report of the Task Force on School District Leadership.
40p. 1mf. L2 ED 458 684

Transformational Leadership, Student Achievement, and School District Financial and Demographic Factors.
36p. 1mf. L1 ED 458 693

What's Right about the School Superintendency?
17p. 1mf. L1 ED 458 711

Who's in Charge around Here?
13p. 1mf. L1 ED 458 712

Supply and Demand

Fitness Day. Lesson Plan.
6p. 1mf. L1 ED 459 100

Supported Employment

Transitional Jobs: A Bridge into the Workforce for Hard-To-Employ Welfare Recipients. Policy Brief.
12p. 1mf. L1 ED 458 401

Surveys

Questionnaire Surveys: Four Survey Instruments in Educational Research.
39p. 1mf. L1 ED 459 215

Sustainable Development

Education for Sustainability: The Need for a New Human Perspective.

Transition Education and Services for Adolescents with Disabilities. Third Edition.

422p. 0mf. L3 ED 458 389

Translation

Adapting Tests for Use in Multiple Languages and Cultures. Laboratory of Psychometric and Evaluative Research Report.

30p. 1mf. L1 ED 459 207

Geometric Foundation and Quantification of the Flow in a Verbal Expression.

29p. 1mf. L1 ED 459 193

Problems of Simultaneous Interpreting of Scientific Discussion.

13p. 1mf. L1 ED 458 798

Questionnaire Translation and Questionnaire Validation: Are They the Same?

10p. 1mf. L1 ED 458 800

Trend Analysis

California Report Card, 2001: Factors for School Success.

46p. 1mf. L1 ED 458 970

Tribal Sovereignty

Federal Indian Law and Policy Affecting American Indian and Alaska Native Education. Indian Education Legal Support Project "Tribalizing Indian Education."

31p. 1mf. L1 ED 459 031

Tribally Controlled Education

Accountability.

34p. 1mf. L1 ED 458 714

Tribal College and University Accreditation: A Comparative Study.

265p. 3mf. L2 ED 458 866

Tribal-State Partnerships: Assuring Success in Indian Education. Report of the Arizona Indian Town Hall (20th, Phoenix, Arizona, June 20-21, 2000).

7p. 1mf. L1 ED 459 016

Tutoring

Improving Children's Reading Ability through Volunteer Reading Tutoring Programs. Issue Brief.

6p. 1mf. L2 ED 458 570

Nobody's Business? Professional Writing and the Politics of Correctness.

11p. 1mf. L1 ED 458 617

Typewriting

The Effects of Classroom Competition on Achievement Motivation.

27p. 1mf. L1 ED 458 511

Uncommonly Taught Languages

Endangered Languages and Literacy. Proceedings of the Fourth FEL Conference (Charlotte, North Carolina, September 21-24, 2000).

145p. 2mf. L2 ED 458 818

Underemployment

Breaking the Myth of Flexible Work: Contingent Work in Toronto. A Study Conducted by the Contingent Workers Project.

78p. 1mf. L1 ED 458 428

Undergraduate Students

The Majors Fair: Helping College Students Decide on Majors.

12p. 1mf. L1 ED 458 486

Unemployment

109p. 2mf. L1 ED 458 573

Every Child: The Magazine of the Australian Early Childhood Association, Inc., 2000.

146p. 2mf. L2 ED 458 986

FUNdamental Movement in Early Childhood.

25p. 1mf. L2 ED 458 984

I Want To Know...? Learning about Science.

25p. 1mf. L2 ED 458 983

Leyendo con tu hijo: Consejos practicos para los padres... (Reading with Your Child: Practical Advice for Parents...).

6p. 1mf. L1 ED 458 539

Placed and Paid For: Supporting Families through Sponsored Day Care. Studies in Evaluating the Children Act 1989.

139p. 0mf. L3 ED 458 953

Reading Tips for Parents.

6p. 1mf. L1 ED 458 538

The Role of Television Viewing in the Development of Reading Comprehension.

12p. 1mf. L1 ED 458 552

Supporting Drama and Imaginative Play in the Early Years. Supporting Early Learning.

171p. 0mf. L3 ED 458 942

When Things Go Wrong: Managing Critical Incidents in Children's Services.

25p. 1mf. L2 ED 458 985

Young Children's Personal, Social and Emotional Development.

192p. 0mf. L3 ED 458 949

Youth

Boyhood in America: An Encyclopedia. Volumes 1 and 2. The American Family.

845p. 0mf. L3 ED 459 113

Broadening the Bounds of Youth Development: Youth as Engaged Citizens.

24p. 1mf. L1 ED 459 089

Girlhood in America: An Encyclopedia. Volumes 1 and 2. The American Family.

773p. 0mf. L3 ED 459 112

Variation across Schools in Young People's Transitions: A Comparative Perspective. CES Briefing.

6p. 1mf. L1 ED 459 114

Youth Employment

Youth Unemployment in Rural Areas. Work and Opportunity Series.

57p. 1mf. L2 ED 459 012

Youth Problems

When I Whisper, Nobody Listens: Helping Young People Write about Difficult Issues.

136p. 0mf. L3 ED 458 598

Youth Programs

Applying the Principles of Youth Development to Youth Opportunities Grants, WIA Formula Funded Programs & Community-Based Youth Programs.

14p. 1mf. L2 ED 458 429

Broadening the Bounds of Youth Development: Youth as Engaged Citizens.

24p. 1mf. L1 ED 459 089

Community Change for Youth Development in Kansas City: A Case Study of How a Traditional Youth-Serving Organization (YMCA) Becomes a Community Builder.

27p. 1mf. L1 ED 459 304

Entrepreneurship Education for At-Risk Youth: A Successful Model

Lifeprints ESL for Adults: Literacy. Multimedia Kit .
0p. 0mf. L3 ED 458 844

Marketing ACE in Victoria.
60p. 1mf. L1 ED 458 373

Politicization and Democratization of Adult Education. Models for Adult and Lifelong Learning.
122p. 2mf. L1 ED 458 412

Survey of State Correctional Education Systems: Analysis of Data from 1992 Field Test.
106p. 2mf. L1 ED 459 210

Using Rubrics. Teacher to Teacher.
5p. 1mf. L1 ED 458 392

WorkStyles: Pre-Employment for the Low Level English Speaker.
5p. 1mf. L1 ED 458 828

Adult Educators

SCANS-Related, Project-Based Instruction and Learning in Adult Education: A Professional Development Packet.
117p. 2mf. L1 ED 458 416

Adult Learning

Chronology of Milestones for Libraries and Adult Lifelong Learning and Literacy.
13p. 1mf. L1 ED 458 888

The Financing of Adult Learning in Civil Society: A European Exploratory Study.
146p. 2mf. L1 ED 458 362

Glossary of Adult Learning in Europe. A.E. Monographs.
127p. 2mf. L1 ED 458 363

The Nature of Transformation: Environmental Adult Education. Second Edition.
106p. 0mf. L3 ED 458 371

Pedagogy for Adult Learners: Methods and Strategies. Models for Adult and Lifelong Learning.
162p. 2mf. L1 ED 458 411

Results That Matter: An Approach to Program Quality Using Equipped for the Future.
36p. 1mf. L1 ED 458 397

Teacher Self: The Practice of Humanistic Education.
168p. 0mf. L3 ED 459 179

Adult Literacy

Adult Education & Social Change. Models for Adult and Lifelong Learning.
130p. 2mf. L1 ED 458 410

From the Abacus to the World Wide Web: An Analysis of the Educational Technology Movement and Its Impact upon Adult Literacy in the People's Republic of China.
69p. 1mf. L1 ED 458 872

Pedagogy for Adult Learners: Methods and Strategies. Models for Adult and Lifelong Learning.
162p. 2mf. L1 ED 458 411

Policies and Pedagogies for Lifelong Literacy: International Perspectives for the 21st Century. Project No. 2, 2000 Report.
66p. 1mf. L1 ED 458 374

SARC Literacy Activities Handbook: Supporting Literacy for People with Intellectual/Developmental Challenges.
412p. 5mf. L1 ED 458 386

Adult Students

The Effects of Time-Limitations and Peer Relationships on Adult Student Learning: A Causal Model.
16p. 1mf. L1 ED 458 853

Adults

The Brain and Reading. Topics in Early Reading Coherence.
4p. 1mf. L1 ED 458 557

Brain Research and Childhood Education: Implications for Educators.
75p. 1mf. L2 ED 458 943

Every Child: The Magazine of the Australian Early Childhood Association, Inc., 2000.
146p. 2mf. L2 ED 458 986

Brain Hemisphere Functions

The Brain and Reading. Topics in Early Reading Coherence.
4p. 1mf. L1 ED 458 557

Brazil

Adult Education and Indigenous Peoples in Brazil. International Survey on Adult Education for Indigenous Peoples. Country Study: Brazil.
47p. 1mf. L1 ED 458 365

British National Curriculum

Changing Behaviour: Teaching Children with Emotional and Behavioural Difficulties in Primary and Secondary Classrooms. Second Edition.
176p. 0mf. L3 ED 458 768

Budgets

An Analysis of Functional Budget and Expenditure Patterns and Revenue Sources of Tennessee's Public Community Colleges from 1988-89 through 1997-98.
300p. 4mf. L1 ED 458 895

Fiscal Year 2003 Higher Education Budget Recommendations. Implementing "The Illinois Commitment: Partnerships, Opportunities and Excellence."
229p. 3mf. L1 ED 458 856

Florida Community College System 2001 Substantive Legislative Issue Papers.
36p. 1mf. L1 ED 458 896

Building Design

When Change Is Set in Stone: An Analysis of Seven Academic Libraries Designed by Perry Dean Rogers & Partners, Architects.
103p. 0mf. L3 ED 458 876

Built Environment

Save Our History. America's Most Endangered, 2001. Videotape and The Idea Book for Educators.
0p. 0mf. L3 ED 459 119

Bullying

School Violence Prevention Testimony. Presented to the California State Assembly Select Committee on School Safety.
13p. 1mf. L2 ED 458 677

Bureaucracy

Implementing Work Requirements in Wisconsin. Discussion Paper.
33p. 1mf. L2 ED 459 308

Business

Electronic Signatures in Global and National Commerce Act. Public Law.
15p. 1mf. L1 ED 458 875

Business Communication

English Education and Communication Studies: Ambiguity in the

Several European Societies.
22p. 1mf. L1 ED 458 709

Cognitive Processes

The Cognitive Impact of a Computer Algebra System on Intermediate Algebra Students at the Community College Level.
12p. 1mf. L1 ED 458 901

Compilation of Eye Movement Research.
15p. 1mf. L1 ED 458 505

Empirical and Theoretical Support for Direct Diagnosis of Learning Disabilities by Assessment of Intrinsic Processing Weaknesses. Executive Summary.
7p. 1mf. L1 ED 458 760

An Intellectual Biography of Ivan Illich.
116p. 2mf. L1 ED 458 393

Cognitive Structures

Evaluating Introductory Physics Classes in Light of the ABET Criteria: An Example from the SCALE-UP Project.
16p. 1mf. L1 ED 459 063

Introduction to SCALE-UP: Student-Centered Activities for Large Enrollment University Physics.
13p. 1mf. L1 ED 459 062

College Attendance

Mexican Americans and Other Latinos in Postsecondary Education: Institutional Influences. ERIC Digest.
4p. 1mf. L1 ED 459 038

College Environment

Mexican Americans and Other Latinos in Postsecondary Education: Institutional Influences. ERIC Digest.
4p. 1mf. L1 ED 459 038

College Faculty

Eleventh Amendment Immunity and Academic Freedom.
8p. 1mf. L1 ED 458 846

An Environmental Assessment of Community College Faculty Satisfaction.
128p. 2mf. L1 ED 458 921

Higher Education Staff.
8p. 1mf. L1 ED 458 847

The Hispanic Outlook in Higher Education, 2000-2001.
2085p. 22mf. L1 ED 458 849

In the Teacher/Service/Scholar Model: What Is Valued as "Teaching" in the Promotion and Tenure Process?
12p. 1mf. L1 ED 459 153

Integrating Teaching and Scholarship in Psychology of Aging.
17p. 1mf. L1 ED 458 507

National Study of Postsecondary Faculty, 1993: CD-ROM Public Use Faculty and Institution Files. CD-ROM .
0p. 0mf. L3 ED 459 204

Organizational Support for Innovation: Perspectives of Community College Faculty.
163p. 2mf. L1 ED 458 899

Questionnaire Surveys: Four Survey Instruments in Educational Research.
39p. 1mf. L1 ED 459 215

Relationships between In-Course Alignment Indicators and Post-Course Criteria of Quality Teaching and Learning in Higher Education.
9p. 1mf. L1 ED 458 863

Tribal College and University Accreditation: A Comparative Study.
265p. 3mf. L2 ED 458 866

Creating Critical Media Analysis Skills.
6p. 1mf. L1 ED 458 669

Moving beyond the Rhetoric: Developing Writing Competency for Global Changes in Higher Education.
22p. 1mf. L1 ED 458 611

Teach ESP through Critical Thinking and Problem-Solving Skills.
11p. 1mf. L1 ED 458 801

Teaching Idea Development: A Standards-Based Critical-Thinking Approach to Writing.
134p. 2mf. L2 ED 458 580

Using Internet Primary Sources To Teach Critical Thinking Skills in Government, Economics, and Contemporary World Issues. Greenwood Professional Guides in School Librarianship.
272p. 0mf. L3 ED 459 118

Yearbook of Correctional Education, 1998-1999.
235p. 3mf. L1 ED 458 354

Critical Viewing

Creating Critical Media Analysis Skills.
6p. 1mf. L1 ED 458 669

Cross Cultural Studies

Japanese International Students' Attitudes toward Acquaintance Rape.
19p. 1mf. L1 ED 458 512

Variation across Schools in Young People's Transitions: A Comparative Perspective. CES Briefing.
6p. 1mf. L1 ED 459 114

Cross Cultural Training

Counseling African American Families. The Family Psychology and Counseling Series.
110p. 2mf. L2 ED 458 514

Cues

Reading and the Three Cueing Systems. Topics in Early Reading Coherence.
5p. 1mf. L1 ED 458 554

Cultural Awareness

Adapting Tests for Use in Multiple Languages and Cultures. Laboratory of Psychometric and Evaluative Research Report.
30p. 1mf. L1 ED 459 207

Educating Culturally Responsive Teachers: A Coherent Approach. SUNY Series, Teacher Preparation and Development.
237p. 0mf. L3 ED 459 168

Multicultural Education: A Caring-Centered, Reflective Approach.
284p. 0mf. L3 ED 459 177

Pacific Educational Research Journal, 2000.
114p. 2mf. L1 ED 459 196

The Role of Education in Preventing Ethnic Conflicts: The Case of Roma in the Czech Republic. GSFI Occasional Paper.
59p. 1mf. L1 ED 459 278

Cultural Context

Narrative Translation across Cultures: From the "Bhagavad Gita" to "The Legend of Bagger Vance."
16p. 1mf. L1 ED 458 648

Write Me In: Inclusive Texts in the Primary Classroom.
124p. 2mf. L1 ED 458 607

Cultural Differences

Addressing the Issue of Disproportionate Representation: Identification and Assessment of Culturally Diverse Students

Dyslexia 9p. 1mf. L1 ED 458 753

Reading and Writing Difficulties--A Problem? EMIR Education and Research.

Early Adolescents 84p. 1mf. L1 ED 458 542

Creating Critical Media Analysis Skills.
6p. 1mf. L1 ED 458 669

The Dimensional Structure of Early Adolescent Peer Susceptibility.
111p. 2mf. L1 ED 458 506

Educating Minds and Hearts: Social Emotional Learning and the Passage into Adolescence. Series on Social Emotional Learning.
216p. 0mf. L3 ED 458 945

Nosotras viviremos. Las destrezas: A Capacity Building Training Manual for Working with Latina Farmworking Youth.
145p. 2mf. L2 ED 459 145

Nosotras viviremos. Las destrezas: Un manual de capacitacion para trabajar con jovenes latinas campesinas (A Capacity Building Training Manual for Working with Latina Farmworking Youth).

Early Childhood Education 146p. 2mf. L2 ED 459 182

Brain Research and Childhood Education: Implications for Educators.
75p. 1mf. L2 ED 458 943

District of Columbia Early Care and Education Strategic Plan.
63p. 1mf. L1 ED 458 987

Early 3 Rs: How To Lead Beginners into Reading, Writing, and Arithme-TALK.
176p. 0mf. L3 ED 458 950

Early Care and Education: Work Support for Families and Developmental Opportunity for Young Children. Occasional Paper. Assessing the New Federalism: An Urban Institute Program To Assess Changing Social Policies.
41p. 1mf. L1 ED 458 966

Early Childhood Matters: The Bulletin of the Bernard van Leer Foundation, 2001.
330p. 4mf. L1 ED 458 971

Early Education and Care, and Reconceptualizing Play. Advances in Early Education and Day Care.
330p. 0mf. L3 ED 458 974

En sus marcas--Listos--A leer! Para las familias: Actividades de lenguaje para la primera infancia y ninez entre el nacimiento y los 5 anos. El reto: A leer, America! (Ready--Set--Read! For Families: Early Childhood Language Activities for Children from Birth through Age Five. America Reads Challenge).
105p. 2mf. L1 ED 458 574

En sus marcas--Listos--A leer! Para los cuidadores de ninos pequenos: Actividades de lenguaje para la primera infancia y ninez entre el nacimiento y los 5 anos. El reto: A leer, America! (Ready--Set--Read! For Caregivers: Early Childhood Language Activities for Children from Birth through Age Five. America Reads Challenge).
109p. 2mf. L1 ED 458 573

Final Report of the Strategic Plan Working Group to the Minister of Education.
52p. 1mf. L1 ED 458 954

Foundations, Adult Dynamics, Teacher Education and Play. Advances in Early Education and Day Care.
240p. 0mf. L3 ED 458 973

17p. 1mf. L1 ED 459 135

Transition Education and Services for Adolescents with Disabilities. Third Edition.
422p. 0mf. L3 ED 458 389

Turkey: Secondary Education and Training. Secondary Education Series.
19p. 1mf. L1 ED 459 134

Work-Based Learning: A New Higher Education?
234p. 0mf. L3 ED 458 409

Yearbook of Correctional Education, 1998-1999.
235p. 3mf. L1 ED 458 354

Educational Principles

Access to the General Education Curriculum for Students with Disabilities. ERIC Digest.
4p. 1mf. L1 ED 458 735

Vocational Education and Training in Belgium. Brief Description. CEDEFOP Panorama Series.
41p. 1mf. L1 ED 458 450

Educational Quality

Final Report of the Strategic Plan Working Group to the Minister of Education.
52p. 1mf. L1 ED 458 954

Improving Children's Readiness for School: Preschool Programs Make a Difference, but Quality Counts!
27p. 1mf. L1 ED 458 998

Key Elements of Quality Schools: A Survey of Teachers, Students and Principals. The MetLife Survey of the American Teacher, 2001.
198p. 3mf. L1 ED 459 152

March toward Excellence: School Success and Minority Student Achievement in Department of Defense Schools. A Report to the National Education Goals Panel. Lessons from the States.
87p. 1mf. L1 ED 459 218

National Education Summit, 2001 Briefing Book.
63p. 1mf. L1 ED 459 293

Transforming Urban Public Schools: The Role of Standards and Accountability.
55p. 1mf. L1 ED 459 290

Vocational Education and Training in Belgium. Brief Description. CEDEFOP Panorama Series.
41p. 1mf. L1 ED 458 450

Educational Research

Children and Families in Urban Schools and Communities Roundtable (Philadelphia, Pennsylvania, November 30-December 1, 2000). Fathers and Families Second-Tier Roundtable Series.
37p. 1mf. L1 ED 459 298

Delta Pi Epsilon National Conference. Book of Readings (Nashville, Tennessee, November 15-17, 2001).
149p. 2mf. L1 ED 458 406

Do School Facilities Really Impact a Child's Education? IssueTrak: A CEFPI Brief on Educational Facility Issues.
7p. 1mf. L1 ED 458 791

Increasing and Decreasing Anxiety: A Study of Doctoral Students in Education Research Courses.
18p. 1mf. L1 ED 459 214

Intergenerational Programmes: Public Policy and Research Implications--An International Perspective.
73p. 1mf. L1 ED 458 364

Pacific Educational Research Journal, 2000.
114p. 2mf. L1 ED 459 196

Questionnaire Surveys: Four Survey Instruments in Educational Research.

YouthALIVE! From Enrichment to Employment: The YouthALIVE! Experience.
72p. 1mf. L1 ED 459 072

Ethical Instruction

The Moral Stake in Education: Contested Premises and Practices.
304p. 0mf. L3 ED 459 180

Ethics

Cyberethics and K.I.S.S.--Keeping It Simple for Success!
8p. 1mf. L1 ED 458 892

Experiental Teaching Strategies Applied to an Ethics and Professional Issues Course.
7p. 1mf. L1 ED 458 493

Levinas: The Face of Otherness and the Ethics of Therapy.
11p. 1mf. L1 ED 458 457

Ethnic Discrimination

Coming to Terms with the Past: Lessons from War-Torn Countries.
12p. 1mf. L2 ED 458 494

Latina Voices of Des Moines.
337p. 4mf. L1 ED 459 017

Ethnic Groups

"Good Guys Don't Wear Hats": Children's Talk about the Media.
176p. 0mf. L3 ED 458 947

Racial and Ethnic Tensions: What Should We Do? An Issue Book for National Issues Forums.
40p. 1mf. L1 ED 459 124

Ethnic Relations

Education in the New Latino Diaspora: Policy and the Politics of Identity. Sociocultural Studies in Educational Policy Formation and Appropriation.
275p. 0mf. L3 ED 459 029

Racial and Ethnic Tensions: What Should We Do? An Issue Book for National Issues Forums.
40p. 1mf. L1 ED 459 124

Ethnicity

Children of Immigration. The Developing Child Series.
206p. 0mf. L3 ED 459 307

Ethnic Identity among Guatemalan Youth.
16p. 1mf. L1 ED 458 497

Ethnology

Prevention and Intervention of Ethnopolitical Conflict.
37p. 1mf. L1 ED 458 499

European Union

European Structures of Qualification Levels: Reports on Recent Developments in Germany, Spain, France, the Netherlands and in the United Kingdom (England and Wales). Volume II.
273p. 3mf. L1 ED 458 445

Evaluation

Assessing For Profit Schools.
10p. 1mf. L1 ED 458 675

Online Testing: The Dog Sat on My Keyboard.
6p. 1mf. L2 ED 459 083

Evaluation Criteria

Autism Program Quality Indicators: A Self-Review and Quality Improvement Guide for Schools and Programs Serving Students with

Using the Basic Academic Skills Samples (BASS) To Evaluate the Impact of Early Literacy Intervention Programs. Policy Research Report.

39p. 1mf. L1 ED 458 642

High School Graduates

College Performance of New Maryland High School Graduates: Student Outcome and Achievement Report.

51p. 1mf. L1 ED 458 857

High School Students

Factorial Invariance of the Advanced Placement International English Language Exam (APIEL R) across Chinese and German Samples.

26p. 1mf. L1 ED 459 199

Measuring Knowledge of Introductory Psychology: What Are the Relevant Constructs?

31p. 1mf. L1 ED 459 200

Measuring Up: A Standards and Assessment Benchmarking Report for Massachusetts.

55p. 1mf. L1 ED 459 192

Youth Risk Behavior Survey of High School Students Attending Bureau Funded Schools, 2001.

84p. 1mf. L1 ED 459 056

High Schools

Breaking Up Large High Schools: Five Common (and Understandable) Errors of Execution. ERIC Digest.

4p. 1mf. L1 ED 459 049

Making Standards Meaningful: High School Reform Efforts in Washington State. Making Standards Work, 2001.

66p. 1mf. L2 ED 459 188

Higher Education

Fiscal Year 2003 Higher Education Budget Recommendations. Implementing "The Illinois Commitment: Partnerships, Opportunities and Excellence."

229p. 3mf. L1 ED 458 856

Higher Education Staff.

8p. 1mf. L1 ED 458 847

Higher Learning=Higher Earnings: What You Need To Know about College and Careers.

17p. 1mf. L1 ED 458 440

The Hispanic Outlook in Higher Education, 2000-2001.

2085p. 22mf. L1 ED 458 849

Moving beyond the Rhetoric: Developing Writing Competency for Global Changes in Higher Education.

22p. 1mf. L1 ED 458 611

National Study of Postsecondary Faculty, 1993: CD-ROM Public Use Faculty and Institution Files. CD-ROM .

0p. 0mf. L3 ED 459 204

Part-Time Faculty.

10p. 1mf. L1 ED 458 848

Hispanic American Students

High-Performing Schools Serving Mexican American Students: What They Can Teach Us. ERIC Digest.

4p. 1mf. L1 ED 459 048

IDRA Newsletter, 2001.

155p. 2mf. L1 ED 459 044

March toward Excellence: School Success and Minority Student Achievement in Department of Defense Schools. A Report to the National Education Goals Panel. Lessons from the States.

87p. 1mf. L1 ED 459 218

15p. 1mf. L1 ED 458 629

Interdisciplinary Approach

An Action Research Perspective of Making Connections between Science and Mathematics in a Science Methods Course.

22p. 1mf. L1 ED 459 071

Experiential Learning in a Humanities Class.

9p. 1mf. L1 ED 458 668

Teaching with Cats: Integration of Children's Interests and Literature To Enhance Reading Comprehension.

12p. 1mf. L1 ED 458 530

Wilbur and Orville Wright. Curriculum Guide and Activity Booklet.

76p. 1mf. L1 ED 459 107

Interest (Finance)

Can You Beat the SC Tuition Prepayment Program?

13p. 1mf. L1 ED 459 079

Interest Inventories

The History and Development of the Campbell Interest and Skill Survey (CISS).

24p. 1mf. L2 ED 458 464

Intergenerational Programs

Intergenerational Programmes: Public Policy and Research Implications--An International Perspective.

73p. 1mf. L1 ED 458 364

Interior Space

Minimum School Space Requirements.

11p. 1mf. L1 ED 458 790

International Communication

Teach ESP through Critical Thinking and Problem-Solving Skills.

11p. 1mf. L1 ED 458 801

International Cooperation

Overview of Management Development Support for SME Growth in the Mediterranean Region: The Egyptian, Jordanian and Lebanese Cases. Report.

173p. 2mf. L1 ED 458 434

School at the Centre (SatC): A Pilot Project in North Queensland. Report One: Completion of Phase One, the US Visit and Visits to Australian Schools.

156p. 2mf. L1 ED 459 025

International Organizations

Fifty Years of the European Convention on Human Rights.

37p. 1mf. L2 ED 459 120

International Relations

Prevention and Intervention of Ethnopolitical Conflict.

37p. 1mf. L1 ED 458 499

International Trade

Electronic Signatures in Global and National Commerce Act. Public Law.

15p. 1mf. L1 ED 458 875

Internet

Classifying Internet Pathological Users: Their Usage, Internet Sensation Seeking, and Perceptions.

29p. 1mf. L1 ED 458 468

Travel, Sabbatical, and Study Leave Policies in College Libraries. CLIP Note.
110p. 0mf. L3 ED 458 881

Life Events

When Things Go Wrong: Managing Critical Incidents in Children's Services.
25p. 1mf. L2 ED 458 985

Life Satisfaction

Achieving Life Balance: Myths, Realities, and Developmental Perspectives. Information Series.
46p. 1mf. L1 ED 458 420

Lifelong Learning

Chronology of Milestones for Libraries and Adult Lifelong Learning and Literacy.
13p. 1mf. L1 ED 458 888

Creative and Inclusive Strategies for Lifelong Learning: Report of International Roundtable (Hamburg, Germany, November 27-29, 2000).
123p. 2mf. L1 ED 458 361

European Structures of Qualification Levels: A Synthesis Based on Reports on Recent Developments in Germany, Spain, France, the Netherlands and the United Kingdom (England and Wales). Volume 1. CEDEFOP Reference Series.
122p. 2mf. L1 ED 458 444

European Structures of Qualification Levels: Reports on Recent Developments in Germany, Spain, France, the Netherlands and in the United Kingdom (England and Wales). Volume 3.
62p. 1mf. L1 ED 458 446

European Structures of Qualification Levels: Reports on Recent Developments in Germany, Spain, France, the Netherlands and in the United Kingdom (England and Wales). Volume II.
273p. 3mf. L1 ED 458 445

The Financing of Adult Learning in Civil Society: A European Exploratory Study.
146p. 2mf. L1 ED 458 362

A Life Long of Learning: Elements for a Policy Agenda. The Six Key Messages of the European Memorandum in a Dutch Perspective.
131p. 2mf. L1 ED 458 435

Lifelong Learning in Finland: The Extent to Which Vocational Education and Training Policy Is Nurturing Lifelong Learning in Finland. CEDEFOP Panorama Series.
98p. 2mf. L1 ED 458 447

Policies and Pedagogies for Lifelong Literacy: International Perspectives for the 21st Century. Project No. 2, 2000 Report.
66p. 1mf. L1 ED 458 374

Light

Energy Performance of Daylit Schools in North Carolina.
8p. 1mf. L1 ED 458 784

Lighting

Analysis of the Performance of Students in Daylit Schools.
6p. 1mf. L1 ED 458 782

Limited English Speaking

Accountability.
34p. 1mf. L1 ED 458 714

Approved Bilingual Dictionaries for Use on the MCAS by Students with Limited English Proficiency.
16p. 1mf. L1 ED 458 797

Reasons for and Solutions to Lack of Parent Involvement of

Neuropsychology 18p. 1mf. L1 ED 458 730

Brain Research and Childhood Education: Implications for Educators.

Nonfiction 75p. 1mf. L2 ED 458 943

"Based on a True-Story": Using "The Ballad of Frankie Silver" To Teach the Conventions of Narrative.

11p. 1mf. L1 ED 458 620

The Best in Children's Nonfiction: Reading, Writing, & Teaching Orbis Pictus Award Books.

175p. 2mf. L1 ED 458 591

Nongovernmental Organizations

Fifty Years of the European Convention on Human Rights.

37p. 1mf. L2 ED 459 120

The Financing of Adult Learning in Civil Society: A European Exploratory Study.

146p. 2mf. L1 ED 458 362

Nontraditional Education

Alternative Schools Accountability Model: 2001-2002 Indicator Selection and Reporting Guide.

47p. 1mf. L2 ED 459 197

Assessing For Profit Schools.

10p. 1mf. L1 ED 458 675

Evaluation of the Courtlink Auto Crime Prevention Program (CACPP) for Senior Elementary and Alternative School Students in British Columbia.

156p. 2mf. L1 ED 459 291

One Kid at a Time: Big Lessons from a Small School. Series on School Reform. The Series on School Reform.

171p. 0mf. L3 ED 459 051

Nontraditional Students

The Nature and Characteristics of Post-Baccalaureate Reverse Transfer Students and Their Utilization of Career Guidance.

132p. 2mf. L1 ED 458 930

Nonverbal Communication

The Grammar of Visual Literacy within the World of Interactive Media.

12p. 1mf. L1 ED 458 633

Norway

Adult Education and Indigenous Peoples in Norway. International Survey on Adult Education for Indigenous Peoples. Country Study: Norway.

103p. 2mf. L1 ED 458 367

Notetaking

The Effects of Combined Content Enhancements on the Performance of Students with Learning Disabilities.

133p. 2mf. L2 ED 458 765

Novels

The Contributions of Rebecca Caudill and Dorothy Hoobler to Appalachian Literature for Young Adults.

11p. 1mf. L1 ED 458 662

Learning through Literacy: Adapting Novels by Roald Dahl for Students in Self-Contained or Inclusive Classrooms. The Professional Growth Series.

Posttraumatic Stress Disorder

Coping with Unexpected Events: Depression and Trauma.
17p. 1mf. L1 ED 458 452

Vulnerability to Post-Traumatic Stress Disorder among Battered Women in Israel.
8p. 1mf. L1 ED 458 481

Potential Dropouts

Dropping out of High School: The Role of School Organization and Structure.
44p. 1mf. L1 ED 458 694

Poverty

After Welfare Reform and an Economic Boom: Why Is Child Poverty Still So Much Higher in the U.S. Than in Europe?
24p. 1mf. L1 ED 459 296

The Challenge of Universal Primary Education: Strategies for Achieving the International Development Targets.
48p. 1mf. L1 ED 459 007

Poverty and Depression among Men: The Social Class Worldview Model and Counseling Implications.
13p. 1mf. L1 ED 458 473

Poverty, Education and Health in Indonesia: Who Benefits from Public Spending? Working Paper.
64p. 1mf. L2 ED 459 053

Red Flags: Research Raises Concerns about the Impact of "Welfare Reform" on Child Maltreatment.
42p. 1mf. L1 ED 459 282

A Social Justice Framework for Child Welfare: The Agenda for a New Century. A Summary of Proceedings of the Conference (St. Paul, Minnesota, June 23, 2000).
52p. 1mf. L1 ED 459 286

State Summary of Alabama. Ed Watch Online.
27p. 1mf. L1 ED 459 221

State Summary of Alaska. Ed Watch Online.
27p. 1mf. L1 ED 459 222

State Summary of Arizona. Ed Watch Online.
27p. 1mf. L1 ED 459 223

State Summary of Arkansas. Ed Watch Online.
27p. 1mf. L1 ED 459 224

State Summary of California. Ed Watch Online.
27p. 1mf. L1 ED 459 225

State Summary of Colorado. Ed Watch Online.
27p. 1mf. L1 ED 459 226

State Summary of Connecticut. Ed Watch Online.
27p. 1mf. L1 ED 459 227

State Summary of Delaware. Summaries. Ed Watch Online.
27p. 1mf. L1 ED 459 228

State Summary of District of Columbia. Ed Watch Online.
27p. 1mf. L1 ED 459 229

State Summary of Florida. Ed Watch Online.
27p. 1mf. L1 ED 459 230

State Summary of Georgia. Ed Watch Online.
27p. 1mf. L1 ED 459 231

State Summary of Hawaii. Ed Watch Online.
27p. 1mf. L1 ED 459 232

State Summary of Idaho. Ed Watch Online.
27p. 1mf. L1 ED 459 233

State Summary of Illinois. Ed Watch Online.
27p. 1mf. L1 ED 459 234

State Summary of Indiana. Ed Watch Online.
27p. 1mf. L1 ED 459 235

State Summary of Iowa. Ed Watch Online.

State Summary of Ohio. Ed Watch Online.
27p. 1mf. L1 ED 459 256

State Summary of Oklahoma. Ed Watch Online.
27p. 1mf. L1 ED 459 257

State Summary of Oregon. Ed Watch Online.
27p. 1mf. L1 ED 459 258

State Summary of Pennsylvania. Ed Watch Online.
27p. 1mf. L1 ED 459 259

State Summary of Rhode Island. Ed Watch Online.
27p. 1mf. L1 ED 459 260

State Summary of South Carolina. Ed Watch Online.
27p. 1mf. L1 ED 459 261

State Summary of South Dakota. Ed Watch Online.
27p. 1mf. L1 ED 459 262

State Summary of Tennessee. Ed Watch Online.
27p. 1mf. L1 ED 459 263

State Summary of Texas. Ed Watch Online.
27p. 1mf. L1 ED 459 264

State Summary of Utah. Ed Watch Online.
27p. 1mf. L1 ED 459 265

State Summary of Vermont. Ed Watch Online.
27p. 1mf. L1 ED 459 266

State Summary of Virginia. Ed Watch Online.
27p. 1mf. L1 ED 459 267

State Summary of Washington. Ed Watch Online.
27p. 1mf. L1 ED 459 268

State Summary of West Virginia. Ed Watch Online.
27p. 1mf. L1 ED 459 269

State Summary of Wisconsin. Ed Watch Online.
27p. 1mf. L1 ED 459 270

State Summary of Wyoming. Ed Watch Online.
27p. 1mf. L1 ED 459 271

Summary of the Nation. Ed Watch Online.
26p. 1mf. L1 ED 459 220

Racial Discrimination

Campland: Racial Segregation of Roma in Italy. Country Reports Series.
115p. 2mf. L1 ED 459 274

Our Children's Songs: American Indian Students and the Schools.
8p. 1mf. L1 ED 459 045

Rights of the Child.
99p. 2mf. L1 ED 459 272

Segregation in the Boston Metropolitan Area at the End of the 20th Century.
39p. 1mf. L1 ED 459 292

State of Impunity: Human Rights Abuse of Roma in Romania. Country Reports Series.
156p. 2mf. L1 ED 459 305

Racial Relations

Racial and Ethnic Tensions: What Should We Do? An Issue Book for National Issues Forums.
40p. 1mf. L1 ED 459 124

Racial Harassment in Vermont Public Schools.
149p. 2mf. L1 ED 459 294

Racial Segregation

Campland: Racial Segregation of Roma in Italy. Country Reports Series.
115p. 2mf. L1 ED 459 274

Schools More Separate: Consequences of a Decade of Resegregation.
55p. 1mf. L1 ED 459 217

Segregation in the Boston Metropolitan Area at the End of the

Nosotras viviremos. Las destrezas: A Capacity Building Training Manual for Working with Latina Farmworking Youth.
145p. 2mf. L2 ED 459 145

Nosotras viviremos. Las destrezas: Un manual de capacitacion para trabajar con jovenes latinas campesinas (A Capacity Building Training Manual for Working with Latina Farmworking Youth).
146p. 2mf. L2 ED 459 182

Nosotras viviremos. Los consejos: A Capacity Building Training Manual for Working with Latina Farmworking Mothers and Mentors of Girls.
138p. 2mf. L2 ED 459 144

Nosotras viviremos. Los consejos: Un manual de capacitacion para trabajar con madres latinas campesinas (A Capacity Building Training Manual for Working with Latina Farmworking Mothers and Mentors of Girls).
138p. 2mf. L2 ED 459 181

Rural Youth

Evaluating the Use of Student and Parent GEAR UP Survey Summaries in a Rural, Nine-County Region.
19p. 1mf. L1 ED 459 041

Youth Unemployment in Rural Areas. Work and Opportunity Series.
57p. 1mf. L2 ED 459 012

Russia

Adult Education and Indigenous Peoples in Russia. International Survey on Adult Education for Indigenous Peoples. Country Study: Russia.
77p. 1mf. L1 ED 458 369

Sabbatical Leaves

Travel, Sabbatical, and Study Leave Policies in College Libraries. CLIP Note.
110p. 0mf. L3 ED 458 881

Salaries

The State of the Health Care Workforce, 2000.
83p. 1mf. L1 ED 458 404

Salary Wage Differentials

Higher Learning=Higher Earnings: What You Need To Know about College and Careers.
17p. 1mf. L1 ED 458 440

A Holland Perspective on the U.S. Workforce from 1960-1990. Technical Report.
24p. 1mf. L1 ED 458 417

Reemployment Bonuses in the Unemployment Insurance System: Evidence from Three Field Experiments.
304p. 4mf. L2 ED 458 385

Working Time in Comparative Perspective. Volume I: Patterns, Trends, and the Policy Implications for Earnings Inequality and Unemployment.
424p. 5mf. L2 ED 458 438

Satisfaction

Parent, Teacher, and Student Satisfaction with Year-Round School Intersession.
35p. 1mf. L2 ED 458 696

Scholarship

Classics in Literacy Education: Historical Perspectives for Today's Teachers.

California County Data Book, 2001: Factors for School Success.
342p. 4mf. L1 ED 458 995

California Report Card, 2001: Factors for School Success.
46p. 1mf. L1 ED 458 970

Children in the States, 2001.
131p. 2mf. L2 ED 458 993

Kids Count in Michigan Data Book, 2001: County Profiles of Child and Family Well-Being.
426p. 5mf. L1 ED 458 978

North Carolina Child Health Report Card, 2001.
7p. 1mf. L1 ED 459 010

The State of Washington's Children, Fall 2001. Ninth Annual Report .
70p. 1mf. L2 ED 458 965

The War for Boys: What Must We Do To Win?
10p. 1mf. L1 ED 458 471

Washington Kids Count County and City Profiles of Child and Family Well-Being: 2001 Statewide Summaries.
172p. 2mf. L2 ED 459 003

West Virginia KIDS COUNT Data Book: 2000 County Profiles of Child Well-Being.
193p. 2mf. L1 ED 458 960

Social Influences

Social Support versus Self-Realization: Friendship Conceptions of Adolescents and Adults in an East-West Comparison.
21p. 1mf. L1 ED 458 636

Social Integration

The Effects of Time-Limitations and Peer Relationships on Adult Student Learning: A Causal Model.
16p. 1mf. L1 ED 458 853

Engendering Student Success: A Study of Long Beach City College EOP&S Students.
309p. 4mf. L1 ED 458 924

Social Problems

From Welfare to Work: Who Should We Help and How? An Issue Book for National Issues Forums.
33p. 1mf. L1 ED 459 125

Intergenerational Programmes: Public Policy and Research Implications--An International Perspective.
73p. 1mf. L1 ED 458 364

Racial and Ethnic Tensions: What Should We Do? An Issue Book for National Issues Forums.
40p. 1mf. L1 ED 459 124

Social Responsibility

Reinforcing Obligations and Responsibilities between Generations: Policy Options from Cross-National Comparisons. Perspectives.
46p. 1mf. L2 ED 458 935

The War for Boys: What Must We Do To Win?
10p. 1mf. L1 ED 458 471

Social Services

Reinforcing Obligations and Responsibilities between Generations: Policy Options from Cross-National Comparisons. Perspectives.
46p. 1mf. L2 ED 458 935

Social Studies

Brazil 500 Years: Crossing Boundaries from Cabral to the Third

13p. 1mf. L1 ED 459 069

Systems Analysis

Creating Successful School Systems: Voices from the University, the Field, and the Community.
300p. 0mf. L3 ED 458 707

Necessary but Not Sufficient: The Respective Roles of Single and Multiple Influences on Individual Development.
439p. 0mf. L3 ED 458 964

Systems Approach

Developing Effective Linkages between Job Corps and One-Stop Systems: A Technical Assistance Guide.
68p. 1mf. L1 ED 458 421

Necessary but Not Sufficient: The Respective Roles of Single and Multiple Influences on Individual Development.
439p. 0mf. L3 ED 458 964

Partnering for Quality under the Workforce Investment Act: A Tool Kit for One-Stop System Building. Module 1: Reviewing System-Building Progress and Developing a Blueprint for WIA Transition. Trainer Manual with Participant Workbook.
110p. 2mf. L1 ED 458 422

Partnering for Quality under the Workforce Investment Act: A Tool Kit for One-Stop System Building. Module 3: Collecting and Using Customer Feedback. Trainer Manual with Participant Workbook.
124p. 2mf. L1 ED 458 424

Partnering for Quality under the Workforce Investment Act: A Tool Kit for One-Stop System Building. Module 4: Designing a System for the Delivery of Integrated Services. Trainer Manual with Participant Workbook.
107p. 2mf. L1 ED 458 425

Partnering for Quality under the Workforce Investment Act: A Tool Kit for One-Stop System Building. Module 5: Building a Process for Continuous Improvement. Training Manual with Participant Workbook.
108p. 2mf. L1 ED 458 426

Talent Development

Gifted Children Grown Up.
248p. 0mf. L3 ED 458 764

Teacher Attendance

Retention and Attrition of Pacific School Teachers and Administrators (RAPSTA) Study: A Compilation of Reports. Research Series.
216p. 3mf. L1 ED 458 701

Retention and Attrition of Pacific School Teachers and Administrators (RAPSTRA) Study: Commonwealth of the Northern Mariana Islands (CNMI). Research Series.
36p. 1mf. L1 ED 458 702

Teacher Attitudes

Children's Attitudes toward Race and Gender.
17p. 1mf. L1 ED 458 469

Does It Matter What I Think? An Exploration of Teachers' Constructions of Literacy and Their Classroom Practices.
25p. 1mf. L1 ED 458 603

Gender-Fair and Gender-Congruent Practices for Young Children's Naturalist Intelligence: From the Perspective of Developmentally and Culturally Appropriate Practice (DCAP).
11p. 1mf. L1 ED 458 944

Improving Standards of Literacy and Numeracy in the Early Years of Primary School: Preliminary Findings from the National

Reemployment Bonuses in the Unemployment Insurance System: Evidence from Three Field Experiments.
304p. 4mf. L2 ED 458 385

Working Time in Comparative Perspective. Volume I: Patterns, Trends, and the Policy Implications for Earnings Inequality and Unemployment.
424p. 5mf. L2 ED 458 438

Youth Unemployment in Rural Areas. Work and Opportunity Series.
57p. 1mf. L2 ED 459 012

Unemployment Insurance

Reemployment Bonuses in the Unemployment Insurance System: Evidence from Three Field Experiments.
304p. 4mf. L2 ED 458 385

United States

Yearbook of Correctional Education, 1998-1999.
235p. 3mf. L1 ED 458 354

United States History

Boyhood in America: An Encyclopedia. Volumes 1 and 2. The American Family.
845p. 0mf. L3 ED 459 113

Girlhood in America: An Encyclopedia. Volumes 1 and 2. The American Family.
773p. 0mf. L3 ED 459 112

Law of Empires.
18p. 1mf. L1 ED 459 106

Save Our History. America's Most Endangered, 2001. Videotape and The Idea Book for Educators.
0p. 0mf. L3 ED 459 119

United States Literature

Critical Encounters in High School English: Teaching Literary Theory to Adolescents. Language and Literacy Series.
216p. 0mf. L3 ED 458 579

Units of Study

Creating Critical Media Analysis Skills.
6p. 1mf. L1 ED 458 669

Effective Unit Planning: From Theory to Reality.
14p. 1mf. L1 ED 459 173

Universities

The Internship Experience: Linking the University to the Workplace.
20p. 1mf. L2 ED 458 359

Urban Areas

Interculturality in an Urban Setting.
13p. 1mf. L1 ED 458 815

Urban Education

The Community Teacher: A New Framework for Effective Urban Teaching.
197p. 0mf. L3 ED 459 283

Culturally and Linguistically Diverse Students with Behavioral Disorders. Fourth CCBD Mini-Library Series: Addressing the Diverse Needs of Children and Youth with Emotional/Behavioral Disorders--Programs That Work.
80p. 1mf. L2 ED 458 778

School Choice and Government Reform: Pillars of an Urban Renaissance. Civic Bulletin.
13p. 1mf. L1 ED 459 285

for University/Business Partnerships.
20p. 1mf. L1 ED 458 357

Seeding Literacy: Adult Educators Research Their Practice.
111p. 2mf. L1 ED 458 375

Beginning To Work with Adult English Language Learners: Some Considerations. ERIC Q & A.

6p. 1mf. L1 ED 458 837

The Egalitarian Marriages of Six Froebelian Leaders in Late Nineteenth Century America.

23p. 1mf. L1 ED 458 997

Advance Organizers

A Test of the Instructional Strategy of Using Advance Organizers.

16p. 1mf. L1 ED 459 206

Advanced Placement

Factorial Invariance of the Advanced Placement International English Language Exam (APIEL R) across Chinese and German Samples.

26p. 1mf. L1 ED 459 199

Advanced Placement Programs

Increasing Opportunity To Learn via Access to Rigorous Courses and Programs: One Strategy for Closing the Achievement Gap for At-Risk and Ethnic Minority Students.

75p. 1mf. L1 ED 459 303

Adventure Education

Raccoon Circles: A Handbook for Facilitators.

19p. 1mf. L1 ED 459 034

Advisory Committees

Promoting Healthy Youth, Schools, and Communities: A Guide to Community-School Health Advisory Councils.

168p. 2mf. L1 ED 459 140

Aerospace Education

Measurement, Ratios, and Graphing: Safety First. A Lesson Guide with Activities in Mathematics, Science, and Technology. NASA CONNECT.

36p. 1mf. L1 ED 459 064

Wilbur and Orville Wright. Curriculum Guide and Activity Booklet.

76p. 1mf. L1 ED 459 107

Affective Behavior

Levinas: The Face of Otherness and the Ethics of Therapy.

11p. 1mf. L1 ED 458 457

After School Programs

Afterschool Alert: Poll Report No.3. A Report of Findings from a June 2000 Poll of Registered Voters.

8p. 1mf. L2 ED 458 931

Building Effective Afterschool Programs.

137p. 2mf. L2 ED 459 219

Efectos academicos de programas extracurriculares (Academic Effects of After-School Programs). ERIC Digest.

4p. 1mf. L1 ED 458 989

Making Afterschool Count: Communities & Schools Working Together, 2001.

34p. 1mf. L2 ED 458 940

Age Differences

Special Features of the Finnish Labour Market and Challenges for Education.

18p. 1mf. L1 ED 458 370

Agency Cooperation

International Airway.
15p. 1mf. L1 ED 458 629

Nobody's Business? Professional Writing and the Politics of Correctness.
11p. 1mf. L1 ED 458 617

Teach ESP through Critical Thinking and Problem-Solving Skills.
11p. 1mf. L1 ED 458 801

Business Education

Delta Pi Epsilon National Conference. Book of Readings (Nashville, Tennessee, November 15-17, 2001).
149p. 2mf. L1 ED 458 406

Calculators

Investigations as a Central Focus for a Mathematics Curriculum.
9p. 1mf. L1 ED 459 082

Calculus

Using Technology as a Tool in Abstract Algebra and Calculus: The MTSU Experience.
6p. 1mf. L1 ED 459 081

Canada

Adult Education and Indigenous Peoples in Canada. International Survey on Adult Education for Indigenous Peoples. Country Study: Canada.
88p. 1mf. L1 ED 458 366

The Nature of Transformation: Environmental Adult Education. Second Edition.
106p. 0mf. L3 ED 458 371

Canada Natives

Adult Education and Indigenous Peoples in Canada. International Survey on Adult Education for Indigenous Peoples. Country Study: Canada.
88p. 1mf. L1 ED 458 366

Barriers to Equal Education for Aboriginal Learners: A Review of the Literature. A BC Human Rights Commission Report.
72p. 1mf. L1 ED 459 020

A Cost-Benefit Analysis of Hollow Water's Community Holistic Circle Healing Process.
107p. 2mf. L1 ED 459 018

Early Childhood Education as a Contact Zone--Emergent Indigenous Leadership in Australia and Canada.
6p. 1mf. L1 ED 459 026

Pathways to Equality: Hearings on Access to Public Education for Aboriginal People. Discussion Paper.
32p. 1mf. L1 ED 459 022

Capital Outlay (for Fixed Assets)

Fiscal Year 2003 Higher Education Budget Recommendations. Implementing "The Illinois Commitment: Partnerships, Opportunities and Excellence."
229p. 3mf. L1 ED 458 856

Career Change

Career Frontiers: New Conceptions of Working Lives.
290p. 0mf. L3 ED 458 387

Exploration of the Emotional Avenues of Career Change.
11p. 1mf. L1 ED 458 487

Surviving or Thriving?
7p. 1mf. L1 ED 458 488

Career Choice

College Freshmen

College Freshmen with Disabilities, 2001: A Biennial Statistical Profile.
45p. 1mf. L1 ED 458 728

College Performance of New Maryland High School Graduates: Student Outcome and Achievement Report.
51p. 1mf. L1 ED 458 857

Focusing on the First-Year Student.
18p. 1mf. L2 ED 458 865

Guidelines for Evaluating...The First-Year Experience at Four-Year Colleges. 2nd Edition.
24p. 1mf. L2 ED 458 850

Improving Career Self-Efficacy in Emerging Adults with Limited Life Experiences.
7p. 1mf. L1 ED 458 491

Predictors of Student Commitment at Two-Year and Four-Year Institutions.
19p. 1mf. L1 ED 458 854

Proving and Improving: Strategies for Assessing the First College Year. The First-Year Experience Monograph Series.
127p. 2mf. L2 ED 458 855

College Graduates

Recruiting Middle Management in Industry: What Kinds of Change in France, Germany and the United Kingdom?
6p. 1mf. L1 ED 458 437

College Libraries

Travel, Sabbatical, and Study Leave Policies in College Libraries. CLIP Note.
110p. 0mf. L3 ED 458 881

College Preparation

Evaluating the Use of Student and Parent GEAR UP Survey Summaries in a Rural, Nine-County Region.
19p. 1mf. L1 ED 459 041

Mexican Americans and Other Latinos in Postsecondary Education: Institutional Influences. ERIC Digest.
4p. 1mf. L1 ED 459 038

College Presidents

Current Observations and Future Importance of Leadership Attributes Perceived by Community College Presidents and Vice Presidents for Academic Affairs.
283p. 3mf. L1 ED 458 925

College Role

Mission College Educational and Facilities Master Plan.
573p. 6mf. L1 ED 458 929

Serving the Unserved and Underserved: Western Iowa Tech Community College--The First Thirty-Three Years, 1966-1999.
126p. 2mf. L1 ED 458 927

College School Cooperation

Access to Success in the Urban High School: The Middle College Movement. Reflective History Series.
206p. 0mf. L3 ED 459 279

Entrepreneurship Education for At-Risk Youth: A Successful Model for University/Business Partnerships.
20p. 1mf. L1 ED 458 357

In Pursuit of Teacher Quality: Three Models of Success.
27p. 1mf. L1 ED 459 167

College Second Language Programs

with Emotional or Behavioral Disorders. Fourth CCBD Mini-Library Series: Addressing the Diverse Needs of Children and Youth with Emotional/Behavioral Disorders--Programs that Work.
74p. 1mf. L2 ED 458 779

Asian American College Students' Beliefs and Perceptions of Therapy.
35p. 1mf. L1 ED 458 474

Culturally and Linguistically Diverse Students with Behavioral Disorders. Fourth CCBD Mini-Library Series: Addressing the Diverse Needs of Children and Youth with Emotional/Behavioral Disorders--Programs That Work.
80p. 1mf. L2 ED 458 778

Parenting Practices and Children's Participation in Planning.
9p. 1mf. L1 ED 458 996

Principles and Practise of Fair Assessment.
13p. 1mf. L1 ED 459 309

Strategies and Procedures for Designing Proactive Interventions with a Culturally Diverse Population of Students with Emotional or Behavioral Disorders and Their Families/Caregivers. Fourth CCBD Mini-Library Series: Addressing the Diverse Needs of Children and Youth with Emotional/Behavioral Disorders--Programs That Work.
35p. 1mf. L2 ED 458 777

Cultural Education

Interculturality in an Urban Setting.
13p. 1mf. L1 ED 458 815

Repositioned Lives: Language, Ethnicity, and Narrative Identity among Chinese-Vietnamese Community College Students in Los Angeles' San Gabriel Valley.
421p. 5mf. L2 ED 458 796

Tribal-State Partnerships: Assuring Success in Indian Education. Report of the Arizona Indian Town Hall (20th, Phoenix, Arizona, June 20-21, 2000).
7p. 1mf. L1 ED 459 016

You Can Help Your Children in School. Videotape .
0p. 0mf. L3 ED 458 832

You Can Talk to Your Child's School. Videotape .
0p. 0mf. L3 ED 458 833

Cultural Influences

Cultural Pluriformity: Source of Civilization, Source of Conflicts.
9p. 1mf. L1 ED 459 090

Social Support versus Self-Realization: Friendship Conceptions of Adolescents and Adults in an East-West Comparison.
21p. 1mf. L1 ED 458 636

Cultural Pluralism

Classroom Activities To Enhance Student Learning about Diversity Issues.
9p. 1mf. L1 ED 458 456

Diversity in the Library: A Way of Life. Videotape .
0p. 0mf. L3 ED 458 878

Educating Culturally Responsive Teachers: A Coherent Approach. SUNY Series, Teacher Preparation and Development.
237p. 0mf. L3 ED 459 168

The Politics of Language: Conflict, Identity, and Cultural Pluralism in Comparative Perspective.
229p. 0mf. L3 ED 458 805

Prevention and Intervention of Ethnopolitical Conflict.
37p. 1mf. L1 ED 458 499

Culturally Relevant Education

Innovations: Infant and Toddler Development.
393p. 5mf. L2 ED 458 979

Quest for Excellence: The Future of Early Child Care in Kansas.
29p. 1mf. L1 ED 458 976

Supporting Young Learners 3: Ideas for Child Care Providers and Teachers.
397p. 5mf. L2 ED 458 992

Early Experience

Activities That Build the Young Child's Brain.
88p. 1mf. L1 ED 458 941

Early Identification

What Can Happen to Abused Children When They Grow Up--If No One Notices, Listens or Helps? Some Statistics from the Research.
18p. 1mf. L1 ED 458 451

Early Intervention

Assessing the Rationales for Educational Reforms: A Test of the Professional Development, Comprehensive Reform, and Direct Instruction Hypotheses. Policy Research Report.
40p. 1mf. L1 ED 458 641

Early Identification and Intervention for Young Children with Reading/Learning Disabilities. Executive Summary.
11p. 1mf. L1 ED 458 757

Family Functioning: Understanding Families and Helping Them Cope. Grow to 5 Module L.
121p. 2mf. L1 ED 458 743

Improving Children's Reading Ability through Volunteer Reading Tutoring Programs. Issue Brief.
6p. 1mf. L2 ED 458 570

Improving Early Literacy Skills To Reduce Special Education Referrals. Issue Brief.
7p. 1mf. L2 ED 458 571

Improving Standards of Literacy and Numeracy in the Early Years of Primary School: Preliminary Findings from the National Evaluation of the Early Intervention Programme in Scotland.
7p. 1mf. L2 ED 458 606

Using the Basic Academic Skills Samples (BASS) To Evaluate the Impact of Early Literacy Intervention Programs. Policy Research Report.
39p. 1mf. L1 ED 458 642

Eating Disorders

Date Violence and Rape among Adolescents: Associations with Psychological Health.
13p. 1mf. L1 ED 458 466

Eating Disorder Prevention Programming.
24p. 1mf. L1 ED 458 462

Eating Habits

School Health Index for Physical Activity and Healthy Eating: A Self-Assessment and Planning Guide. Middle School/High School.
139p. 2mf. L1 ED 459 171

Ecology

Education for Sustainability: The Need for a New Human Perspective.
13p. 1mf. L1 ED 459 069

Economic Development

Learning To Compete: Education, Training & Enterprise in Ghana, Kenya & South Africa. Education Research.
114p. 2mf. L1 ED 458 418

39p. 1mf. L1 ED 459 215

Educational Resources

Comprehensive School Guidance Planning in Ontario, Canada. Building Your Elementary School Guidance Program: Implementing "Choices into Action" in Your School While Getting Ready for the Program Effectiveness Survey.
8p. 1mf. L1 ED 458 459

The Effectiveness of Teacher Resource Centre Strategy. Full Report. Education Research.
259p. 3mf. L1 ED 459 149

Evaluation of Website: www.doe.state.in.us/charactered for Indiana Clearinghouse for Citizenship and Character Education.
13p. 1mf. L1 ED 458 637

GlobaLinks: Resources for World Studies, Grades K-8.
160p. 0mf. L3 ED 459 105

The Internet Resource Directory for K-12 Teachers and Librarians. 2001-2002 Edition.
442p. 0mf. L3 ED 458 879

Resources in Education (RIE). Volume 37, Number 4.
0p. 0mf. L2 ED 458 353

Educational Strategies

The Effectiveness of Summer School in Getting Students To Function on Grade Level in Gateway Grades.
13p. 1mf. L1 ED 458 704

Teaching Virtues: Building Character across the Curriculum. A Scarecrow Education Book.
182p. 2mf. L1 ED 459 015

Educational Supply

eLearning Survey: What Is the Extent of eLearning in Europe?
9p. 1mf. L1 ED 458 443

Educational Technology

Calibrating a Measure of Motivation in Using Technology.
17p. 1mf. L1 ED 458 874

Delta Pi Epsilon National Conference. Book of Readings (Nashville, Tennessee, November 15-17, 2001).
149p. 2mf. L1 ED 458 406

eTech College of Wisconsin Plan.
42p. 1mf. L1 ED 458 894

From the Abacus to the World Wide Web: An Analysis of the Educational Technology Movement and Its Impact upon Adult Literacy in the People's Republic of China.
69p. 1mf. L1 ED 458 872

ICT Europe.edu: Information and Communication Technology in European Education Systems. Survey 4.
165p. 2mf. L1 ED 458 871

Integrating Technology in Program Development for Children and Youth with Emotional or Behavioral Disorders. Fourth CCBD Mini-Library Series: Addressing the Diverse Needs of Children and Youth with Emotional/Behavioral Disorders--Programs That Work.
74p. 1mf. L2 ED 458 776

Integrating Technology in Program Development for Children/Youth with E/BD.
53p. 1mf. L1 ED 458 738

The NASA "Why?" Files: The Case of the Barking Dogs. Program 2 in the 2000-2001 Series.
58p. 1mf. L1 ED 459 066

The NASA "Why?" Files: The Case of the Challenging Flight. Program 4 in the 2000-2001 Series.
69p. 1mf. L1 ED 459 068

The NASA "Why?" Files: The Case of the Electrical Mystery.

Autism Spectrum Disorders.

16p. 1mf. L1 ED 458 767

Judging the Judges: An Analysis of Ballots in Impromptu and Extemporaneous Speaking.

18p. 1mf. L1 ED 458 634

Using Rubrics. Teacher to Teacher.

5p. 1mf. L1 ED 458 392

Evaluation Methods

Alternative Schools Accountability Model: 2001-2002 Indicator Selection and Reporting Guide.

47p. 1mf. L2 ED 459 197

Discrepancy Models in the Identification of Learning Disability. Executive Summary.

9p. 1mf. L1 ED 458 758

Empirical and Theoretical Support for Direct Diagnosis of Learning Disabilities by Assessment of Intrinsic Processing Weaknesses. Executive Summary.

7p. 1mf. L1 ED 458 760

Expert Review at a Distance: A Hybrid Approach.

18p. 1mf. L1 ED 458 869

Guidelines for Evaluating...The First-Year Experience at Four-Year Colleges. 2nd Edition.

24p. 1mf. L2 ED 458 850

Judging Evidence of the Validity of the National Assessment of Educational Progress Achievement Levels.

40p. 1mf. L1 ED 459 212

Judging the Judges: An Analysis of Ballots in Impromptu and Extemporaneous Speaking.

18p. 1mf. L1 ED 458 634

Partnering for Quality under the Workforce Investment Act: A Tool Kit for One-Stop System Building. Summary of Tools.

44p. 1mf. L1 ED 458 427

Prior Learning Assessment: An Investigation of Nonsponsored Learning for College Credits.

229p. 3mf. L1 ED 458 903

Proving and Improving: Strategies for Assessing the First College Year. The First-Year Experience Monograph Series.

127p. 2mf. L2 ED 458 855

Responsiveness to Intervention: An Alternative Approach to the Identification of Learning Disabilities. Executive Summary.

9p. 1mf. L1 ED 458 755

Using Rubrics. Teacher to Teacher.

5p. 1mf. L1 ED 458 392

Using the Basic Academic Skills Samples (BASS) To Evaluate the Impact of Early Literacy Intervention Programs. Policy Research Report.

39p. 1mf. L1 ED 458 642

Evaluation Utilization

Using Correctional Education Data: Issues and Strategies.

57p. 1mf. L1 ED 459 211

Exercise

Yoga Asanas for the Relief and Prevention of Carpal Tunnel Syndrome.

8p. 1mf. L1 ED 459 162

Expectation

Perceived Counselor Acculturation Levels: Their Pertinence to Caucasian Client Expectations.

33p. 1mf. L1 ED 458 477

Experiential Learning

Mexican Americans and Other Latinos in Postsecondary Education: Institutional Influences. ERIC Digest.	4p.	1mf.	L1	ED 459 038
State Summary of Alabama. Ed Watch Online.	27p.	1mf.	L1	ED 459 221
State Summary of Alaska. Ed Watch Online.	27p.	1mf.	L1	ED 459 222
State Summary of Arizona. Ed Watch Online.	27p.	1mf.	L1	ED 459 223
State Summary of Arkansas. Ed Watch Online.	27p.	1mf.	L1	ED 459 224
State Summary of California. Ed Watch Online.	27p.	1mf.	L1	ED 459 225
State Summary of Colorado. Ed Watch Online.	27p.	1mf.	L1	ED 459 226
State Summary of Connecticut. Ed Watch Online.	27p.	1mf.	L1	ED 459 227
State Summary of Delaware. Summaries. Ed Watch Online.	27p.	1mf.	L1	ED 459 228
State Summary of District of Columbia. Ed Watch Online.	27p.	1mf.	L1	ED 459 229
State Summary of Florida. Ed Watch Online.	27p.	1mf.	L1	ED 459 230
State Summary of Georgia. Ed Watch Online.	27p.	1mf.	L1	ED 459 231
State Summary of Hawaii. Ed Watch Online.	27p.	1mf.	L1	ED 459 232
State Summary of Idaho. Ed Watch Online.	27p.	1mf.	L1	ED 459 233
State Summary of Illinois. Ed Watch Online.	27p.	1mf.	L1	ED 459 234
State Summary of Indiana. Ed Watch Online.	27p.	1mf.	L1	ED 459 235
State Summary of Iowa. Ed Watch Online.	27p.	1mf.	L1	ED 459 236
State Summary of Kansas. Ed Watch Online.	27p.	1mf.	L1	ED 459 237
State Summary of Kentucky. Ed Watch Online.	27p.	1mf.	L1	ED 459 238
State Summary of Louisiana. Ed Watch Online.	27p.	1mf.	L1	ED 459 239
State Summary of Maine. Ed Watch Online.	27p.	1mf.	L1	ED 459 240
State Summary of Maryland. Ed Watch Online.	27p.	1mf.	L1	ED 459 241
State Summary of Massachusetts. Ed Watch Online.	27p.	1mf.	L1	ED 459 242
State Summary of Michigan. Ed Watch Online.	27p.	1mf.	L1	ED 459 243
State Summary of Minnesota. Ed Watch Online.	27p.	1mf.	L1	ED 459 244
State Summary of Mississippi. Ed Watch Online.	27p.	1mf.	L1	ED 459 245
State Summary of Missouri. Ed Watch Online.	27p.	1mf.	L1	ED 459 246
State Summary of Montana. Ed Watch Online.	27p.	1mf.	L1	ED 459 247
State Summary of Nebraska. Ed Watch Online.	27p.	1mf.	L1	ED 459 248
State Summary of Nevada. Ed Watch Online.	27p.	1mf.	L1	ED 459 249
State Summary of New Hampshire. Ed Watch Online.	27p.	1mf.	L1	ED 459 250
State Summary of New Jersey. Ed Watch Online.				

E-Commerce and Education. Graduate Paper Series on Electronic Commerce.
12p. 1mf. L1 ED 459 013

"Heart of Darkness" Webquest: Using Technology To Teach Literary Criticism.
29p. 1mf. L1 ED 458 622

Illuminating Texts: How To Teach Students To Read the World.
210p. 0mf. L3 ED 458 529

The Internet Resource Directory for K-12 Teachers and Librarians. 2001-2002 Edition.
442p. 0mf. L3 ED 458 879

Make It and Take It: Computer-Based Resources for Lesson Planning.
43p. 1mf. L1 ED 458 843

Proceedings of the International Conference on Dublin Core and Metadata Applications, 2001 and Presentation Materials (9th, Tokyo, Japan, October 24-26, 2001).
433p. 0mf. L3 ED 458 883

SkillScan Online: Have Skills, Will Travel.
5p. 1mf. L1 ED 458 485

SPED 590 Peer Coaching Seminar: An Online Course about Peer Coaching.
81p. 1mf. L1 ED 458 772

Using Internet Primary Sources To Teach Critical Thinking Skills in Government, Economics, and Contemporary World Issues. Greenwood Professional Guides in School Librarianship.
272p. 0mf. L3 ED 459 118

The Website Assignment as a Valuable Exercise--Beyond Establishing Presence to Creating Significance.
20p. 1mf. L1 ED 458 659

Internship Programs

The Internship Experience: Linking the University to the Workplace.
20p. 1mf. L2 ED 458 359

Towards a Leadership Practice Field: An Antidote to an Ailing Internship Experience.
16p. 1mf. L1 ED 458 698

Interpersonal Communication

"Theoretically, That's How You Do It...": Using Narratives When Computers Let You Down in the Technology Classroom.
17p. 1mf. L1 ED 458 658

Interpersonal Competence

Educating Minds and Hearts: Social Emotional Learning and the Passage into Adolescence. Series on Social Emotional Learning.
216p. 0mf. L3 ED 458 945

Teacher Self: The Practice of Humanistic Education.
168p. 0mf. L3 ED 459 179

Interpersonal Relationship

Intimate Partner Violence among Unmarried College Women.
34p. 1mf. L1 ED 458 501

Prejudice or Preference? Attitudes of Gay and Lesbian Christians.
20p. 1mf. L1 ED 458 496

Teaching Virtues: Building Character across the Curriculum. A Scarecrow Education Book.
182p. 2mf. L1 ED 459 015

Interpretive Skills

Collaborative Learning and Interpretation of Literature.
11p. 1mf. L1 ED 458 628

Interpretive Skills
(Continued)

Parents of Second Language Learners.
17p. 1mf. L1 ED 458 956

State and District Assessments as an Avenue to Equity and Excellence for English Language Learners with Disabilities. LEP Projects Report.
30p. 1mf. L1 ED 458 739

Linguistic Theory

Language Acquisition and Learnability.
255p. 0mf. L3 ED 458 808

Linguistics

Language Acquisition and Learnability.
255p. 0mf. L3 ED 458 808

Linking Agents

Developing Effective Linkages between Job Corps and One-Stop Systems: A Technical Assistance Guide.
68p. 1mf. L1 ED 458 421

Partnering for Quality under the Workforce Investment Act: A Tool Kit for One-Stop System Building. Module 1: Reviewing System-Building Progress and Developing a Blueprint for WIA Transition. Trainer Manual with Participant Workbook.
110p. 2mf. L1 ED 458 422

Partnering for Quality under the Workforce Investment Act: A Tool Kit for One-Stop System Building. Module 2: Partnering and Organizational Change. Trainer Manual with Participant Workbook.
149p. 2mf. L1 ED 458 423

Partnering for Quality under the Workforce Investment Act: A Tool Kit for One-Stop System Building. Module 4: Designing a System for the Delivery of Integrated Services. Trainer Manual with Participant Workbook.
107p. 2mf. L1 ED 458 425

Listening

"Creating Pictures in My Mind": A Qualitative Study of Children's Responses to Storytelling in the Classroom.
9p. 1mf. L2 ED 458 586

Listening Skills

Active Listening--Listen, Repeat, Do. Scans Plans Portfolio.
4p. 1mf. L1 ED 458 830

Literacy

Certificates in English Language Literacies (CELL). ARIS Information Sheet.
6p. 1mf. L1 ED 458 836

Chronology of Milestones for Libraries and Adult Lifelong Learning and Literacy.
13p. 1mf. L1 ED 458 888

Classics in Literacy Education: Historical Perspectives for Today's Teachers.
147p. 2mf. L1 ED 458 568

The Co-Construction by Early Years Care and Education Practitioners of Literacy and Mathematics Curricula for Young Children.
20p. 1mf. L2 ED 458 610

Literacy (Continued)

Endangered Languages and Literacy. Proceedings of the Fourth FEL Conference (Charlotte, North Carolina, September 21-24, 2000).
145p. 2mf. L2 ED 458 818

Improving Early Literacy Skills To Reduce Special Education Referrals. Issue Brief.

115p. 0mf. L3 ED 458 528

Narrative Translation across Cultures: From the "Bhagavad Gita" to "The Legend of Bagger Vance."

16p. 1mf. L1 ED 458 648

A Teaching Guide for "A Far-Off Land" by Rebecca Caudill and "The Trail on Which They Wept" by Dorothy Hoobler.

7p. 1mf. L1 ED 458 663

Numeracy

Summing Up: Australian Numeracy Performances, Practices, Programs and Possibilities.

42p. 1mf. L2 ED 459 058

Ways forward with ICT: Effective Pedagogy Using Information and Communications Technology for Literacy and Numeracy in Primary Schools.

129p. 2mf. L1 ED 458 652

Nuns

Pioneer Mentoring in Teacher Preparation: From the Voices of Women Religious.

195p. 0mf. L3 ED 459 178

Nurses

Advancing Your Career: Concepts of Professional Nursing. Second Edition.

498p. 0mf. L3 ED 458 402

The State of the Health Care Workforce, 2000.

83p. 1mf. L1 ED 458 404

Nurses Aides

Nurse Assistant. FasTrak Specialization Integrated Technical and Academic Competency (ITAC). Revised.

17p. 1mf. L1 ED 458 381

Nursing

Needs Assessment of the Healthcare Sector in the Washington, D.C., Metropolitan Area. Research Report. Business Needs Assessment Study.

60p. 1mf. L1 ED 458 912

Nurse Assistant. FasTrak Specialization Integrated Technical and Academic Competency (ITAC). Revised.

17p. 1mf. L1 ED 458 381

Predicting Student Retention and Academic Achievement in Western United States Associate Degree in Nursing Programs.

201p. 3mf. L1 ED 458 911

Nursing Education

Advancing Your Career: Concepts of Professional Nursing. Second Edition.

498p. 0mf. L3 ED 458 402

Nursing Education

(Continued)

Educating California's Future Nursing Work Force. Report of the Chancellor of the California Community Colleges, the Chancellor of the California State University, the President of the University of California, and the President of the Association of Independent Colleges and Universities to the Governor and Legislature.

28p. 1mf. L1 ED 458 360

Nursing Research

Advancing Your Career: Concepts of Professional Nursing. Second Edition.

498p. 0mf. L3 ED 458 402

27p. 1mf. L1 ED 459 236

State Summary of Kansas. Ed Watch Online.
27p. 1mf. L1 ED 459 237

State Summary of Kentucky. Ed Watch Online.
27p. 1mf. L1 ED 459 238

State Summary of Louisiana. Ed Watch Online.
27p. 1mf. L1 ED 459 239

State Summary of Maine. Ed Watch Online.
27p. 1mf. L1 ED 459 240

State Summary of Maryland. Ed Watch Online.
27p. 1mf. L1 ED 459 241

State Summary of Massachusetts. Ed Watch Online.
27p. 1mf. L1 ED 459 242

State Summary of Michigan. Ed Watch Online.
27p. 1mf. L1 ED 459 243

State Summary of Minnesota. Ed Watch Online.
27p. 1mf. L1 ED 459 244

State Summary of Mississippi. Ed Watch Online.
27p. 1mf. L1 ED 459 245

State Summary of Missouri. Ed Watch Online.
27p. 1mf. L1 ED 459 246

State Summary of Montana. Ed Watch Online.
27p. 1mf. L1 ED 459 247

State Summary of Nebraska. Ed Watch Online.
27p. 1mf. L1 ED 459 248

State Summary of Nevada. Ed Watch Online.
27p. 1mf. L1 ED 459 249

State Summary of New Hampshire. Ed Watch Online.
27p. 1mf. L1 ED 459 250

State Summary of New Jersey. Ed Watch Online.
27p. 1mf. L1 ED 459 251

State Summary of New Mexico. Ed Watch Online.
27p. 1mf. L1 ED 459 252

State Summary of New York. Ed Watch Online.
27p. 1mf. L1 ED 459 253

State Summary of North Carolina. Ed Watch Online.
27p. 1mf. L1 ED 459 254

State Summary of North Dakota. Ed Watch Online.
27p. 1mf. L1 ED 459 255

State Summary of Ohio. Ed Watch Online.
27p. 1mf. L1 ED 459 256

State Summary of Oklahoma. Ed Watch Online.
27p. 1mf. L1 ED 459 257

State Summary of Oregon. Ed Watch Online.
27p. 1mf. L1 ED 459 258

Poverty (Continued)

State Summary of Pennsylvania. Ed Watch Online.
27p. 1mf. L1 ED 459 259

State Summary of Rhode Island. Ed Watch Online.
27p. 1mf. L1 ED 459 260

State Summary of South Carolina. Ed Watch Online.
27p. 1mf. L1 ED 459 261

State Summary of South Dakota. Ed Watch Online.
27p. 1mf. L1 ED 459 262

State Summary of Tennessee. Ed Watch Online.
27p. 1mf. L1 ED 459 263

State Summary of Texas. Ed Watch Online.
27p. 1mf. L1 ED 459 264

State Summary of Utah. Ed Watch Online.
27p. 1mf. L1 ED 459 265

State Summary of Vermont. Ed Watch Online.
27p. 1mf. L1 ED 459 266

State Summary of Virginia. Ed Watch Online.

20th Century.

39p. 1mf. L1 ED 459 292

Radio

Understanding Your Media Outlet: An Administrative Guide to the School Radio Station.

20p. 1mf. L1 ED 458 644

Ratios (Mathematics)

Measurement, Ratios, and Graphing: Safety First. A Lesson Guide with Activities in Mathematics, Science, and Technology. NASA CONNECT.

36p. 1mf. L1 ED 459 064

Readability

Literary Pathways: Selecting Books To Support New Readers.

217p. 0mf. L3 ED 458 549

Reader Response

Critical Theory & Textual Arguments: Expanding Habermas's Analysis of Literary Claims.

13p. 1mf. L1 ED 458 646

Originality and Creativity.

9p. 1mf. L1 ED 458 582

Picture Books: Who Are They For?

10p. 1mf. L1 ED 458 581

Reading

Decoding and the Jabberwocky's Song. Topics in Early Reading Coherence.

5p. 1mf. L1 ED 458 556

Reading and the Three Cueing Systems. Topics in Early Reading Coherence.

5p. 1mf. L1 ED 458 554

Reading Achievement

Building Reading Proficiency at the Secondary Level: A Guide to Resources. Introduction.

150p. 2mf. L1 ED 458 562

Reading Achievement

(Continued)

Developing a Reading Community.

8p. 1mf. L1 ED 458 521

The Identification of "Need" in Reading.

10p. 1mf. L1 ED 458 533

The Literacy Debates: What Are the Issues in New Zealand?

14p. 1mf. L1 ED 458 621

Maine Reading Recovery R : State Report & Evaluation, 1998-2000.

45p. 1mf. L1 ED 458 522

Mentoring and the Reading Curriculum.

9p. 1mf. L1 ED 458 520

Phonics Activities in the Reading Curriculum.

10p. 1mf. L1 ED 458 546

Reading across the Region. Topics in Early Reading Coherence.

9p. 1mf. L1 ED 458 553

Reading Progress and the School Administrator.

9p. 1mf. L1 ED 458 519

Reading: Intrinsic versus Extrinsic Motivation.

8p. 1mf. L1 ED 458 566

Report of the Regional Literacy Network Annual Meeting (1st, Chicago, Illinois, April 24, 2001).

43p. 1mf. L1 ED 458 567

The Role of Television Viewing in the Development of Reading Comprehension.

147p. 2mf. L1 ED 458 568
Contemporary Composition Studies: A Guide to Theorists and Terms.
330p. 0mf. L3 ED 458 577

Critical Theory & Textual Arguments: Expanding Habermas's Analysis of Literary Claims.

13p. 1mf. L1 ED 458 646
Dixie Goswami and Write To Change: Connecting Learners.
8p. 1mf. L1 ED 458 625

Is Communication Free from Domination Possible in English Post-Compulsory Education?

12p. 1mf. L1 ED 458 665
Missouri Journal of Research in Music Education, 1962-1966.
355p. 4mf. L1 ED 459 091
Missouri Journal of Research in Music Education, 1967-1971.
520p. 6mf. L1 ED 459 092
Missouri Journal of Research in Music Education, 1972-1976.
539p. 6mf. L1 ED 459 093
Missouri Journal of Research in Music Education, 1977-1981.
554p. 6mf. L1 ED 459 094
Missouri Journal of Research in Music Education, 1982-1988.
650p. 7mf. L1 ED 459 095
Rhetorical Transcendence Revisited: The "Thin Red Line" as Perennial Philosophy.

9p. 1mf. L1 ED 458 649

School Administration

What's Right about the School Superintendency?
17p. 1mf. L1 ED 458 711
Who's in Charge around Here?
13p. 1mf. L1 ED 458 712

School Based Management

A Practitioner's Guide to School Community Based Management (SCBM).

11p. 1mf. L1 ED 458 680
What Is Really Changing When Schools Restructure? Views from Four School Districts. Reports and Papers in Progress.
16p. 1mf. L2 ED 458 672

School Business Relationship

Adult Education at Work: A Collaborative Resource Addressing the Changing World of Work and Learning.
155p. 2mf. L1 ED 458 356
"Career Explorations": An IBM Outreach Program for High School Students and "From College To Career": An IBM Outreach Program for College Students.

63p. 1mf. L1 ED 458 500
The Internship Experience: Linking the University to the Workplace.

20p. 1mf. L2 ED 458 359
Learning To Compete: Education, Training & Enterprise in Ghana, Kenya & South Africa. Education Research.
114p. 2mf. L1 ED 458 418

School Choice

More Parental Choice in Europe? Overview of Effectiveness Differences between Religious Schools and Public Schools in Several European Societies.

22p. 1mf. L1 ED 458 709
School Choice and Government Reform: Pillars of an Urban Renaissance. Civic Bulletin.
13p. 1mf. L1 ED 459 285

School Community Programs

Millennium (July 7-August 12, 2000). Fulbright-Hays Summer Seminars Abroad Program, 2000 (Brazil).

506p. 6mf. L1 ED 459 116

CNN Newsroom Classroom Guides, November 2001.

88p. 1mf. L2 ED 458 873

Dilemmas in Foreign Aid: Debating U.S. Priorities, Policies, and Practices. Teacher's Resource Book and Student Text . Public Policy Debate in the Classroom. Choices for the 21st Century Education Program.

87p. 1mf. L2 ED 459 138

Social Studies for the Elementary and Middle Grades: A Constructivist Approach.

480p. 0mf. L3 ED 459 110

Using Internet Primary Sources To Teach Critical Thinking Skills in Government, Economics, and Contemporary World Issues. Greenwood Professional Guides in School Librarianship.

272p. 0mf. L3 ED 459 118

Social Theories

Poverty and Depression among Men: The Social Class Worldview Model and Counseling Implications.

13p. 1mf. L1 ED 458 473

Social Values

Teaching Virtues: Building Character across the Curriculum. A Scarecrow Education Book.

182p. 2mf. L1 ED 459 015

Socialization

Creative and Inclusive Strategies for Lifelong Learning: Report of International Roundtable (Hamburg, Germany, November 27-29, 2000).

123p. 2mf. L1 ED 458 361

Socioeconomic Status

Household Food Security Study Summaries. 2001 Edition.

103p. 2mf. L2 ED 458 961

Teacher Predictions of Young Children's Literacy Success or Failure in Four Primary Schools.

18p. 1mf. L1 ED 458 612

Sociolinguistics

Applied Linguistics in the Philippines.

11p. 1mf. L1 ED 458 792

Linguistic Perspectives on African American Vernacular English and Implications for the Language Arts Classroom.

33p. 1mf. L1 ED 458 811

Spanish

Electronic Mail in Foreign Language Learning Revisited.

25p. 1mf. L1 ED 458 817

Spanish Speaking

Elicited Response in the Pre-Kindergarten Setting: Good or Bad Idea?

13p. 1mf. L1 ED 458 825

Teaching Latinos Everyday Language Skills. Instructor and Student Workbook.

368p. 0mf. L3 ED 458 842

Special Classes

Research Review for School Leaders. Volume III.

386p. 0mf. L3 ED 458 708

Special Education

Evaluation of the Early Intervention Programme in Scotland.
7p. 1mf. L2 ED 458 606

Nueva investigacion sobre kindergarten de dia completo (Recent Research on All-Day Kindergarten). ERIC Digest.
4p. 1mf. L1 ED 458 990

The Presence of Strategies and Conditions for Integrating Academic and Career and Technical Education.
7p. 1mf. L1 ED 458 413

Sharing Culture? Sharing Texts in Seven to Ten English.
10p. 1mf. L1 ED 458 583

Teacher Attitudes toward Professional Organization-Developed, State Board-Approved Standards for Agricultural Education.
19p. 1mf. L1 ED 459 074

Tribal College and University Accreditation: A Comparative Study.
265p. 3mf. L2 ED 458 866

Teacher Attitudes
(Continued)

What Beliefs and Intentions Concerning Science and Mathematics and the Teaching of Those Subjects Do Reform-Prepared Specialist Elementary/Middle Level Teachers Bring to the Workplace?
22p. 1mf. L1 ED 459 070

Whose Reform: Teachers' Voices from Silence.
20p. 1mf. L1 ED 459 154

Teacher Behavior

The Dialogue of Spoken Word and Written Word.
25p. 1mf. L1 ED 458 619

Does It Matter What I Think? An Exploration of Teachers' Constructions of Literacy and Their Classroom Practices.
25p. 1mf. L1 ED 458 603

"Theoretically, That's How You Do It...": Using Narratives When Computers Let You Down in the Technology Classroom.
17p. 1mf. L1 ED 458 658

What Beliefs and Intentions Concerning Science and Mathematics and the Teaching of Those Subjects Do Reform-Prepared Specialist Elementary/Middle Level Teachers Bring to the Workplace?
22p. 1mf. L1 ED 459 070

Teacher Burnout

Retention and Attrition of Pacific School Teachers and Administrators (RAPSTRA) Study: Commonwealth of the Northern Mariana Islands (CNMI). Research Series.
36p. 1mf. L1 ED 458 702

Teacher Certification

California's Initiative To Attract Highly Qualified Teachers into Low Performing Schools.
5p. 1mf. L1 ED 459 160

Development of a Computer-Based College Algebra Course.
14p. 1mf. L1 ED 459 078

In Pursuit of Teacher Quality: Three Models of Success.
27p. 1mf. L1 ED 459 167

Teacher Characteristics

Assessing Research Capacity in Agricultural Education: A Case Study of NCA-24 Institutions.
14p. 1mf. L1 ED 458 862

Assessing Research Capacity in Agricultural Education: A Summary of Twelve Land Grant Program Administrators.
14p. 1mf. L1 ED 458 861

Characteristics of Teacher Educators in Career and Technical Education.
81p. 1mf. L1 ED 458 407

National Study of Postsecondary Faculty, 1993: CD-ROM Public Use

Strategies and Procedures for Designing Proactive Interventions with a Culturally Diverse Population of Students with Emotional or Behavioral Disorders and Their Families/Caregivers. Fourth CCBD Mini-Library Series: Addressing the Diverse Needs of Children and Youth with Emotional/Behavioral Disorders--Programs That Work.

35p. 1mf. L2 ED 458 777

Success for All and Comprehensive School Reform: Evidence-Based Policies for Urban Education.

41p. 1mf. L1 ED 459 301

Urban Schools

Access to Success in the Urban High School: The Middle College Movement. Reflective History Series.

206p. 0mf. L3 ED 459 279

Beating the Odds: A City-by-City Analysis of Student Performance and Achievement Gaps on State Assessments.

243p. 3mf. L2 ED 459 280

Building Aid Shortchanges the Big Cities: The Distribution of Building Aid to New York State School Districts, 1992-1999.

14p. 1mf. L1 ED 458 788

Children and Families in Urban Schools and Communities Roundtable (Philadelphia, Pennsylvania, November 30-December 1, 2000). Fathers and Families Second-Tier Roundtable Series.

37p. 1mf. L1 ED 459 298

Leadership for Student Learning: Urban School Leadership--Different in Kind and Degree.

19p. 1mf. L2 ED 459 300

Transforming Urban Public Schools: The Role of Standards and Accountability.

55p. 1mf. L1 ED 459 290

Urban Youth

Wilmington Kids Count Fact Book, 2001.

88p. 1mf. L1 ED 458 991

User Needs (Information)

Teacher Followup Survey, 1994-1995: Data File User's Manual, Public-Use Version. Schools and Staffing Survey.

365p. 4mf. L1 ED 459 209

User Satisfaction (Information)

Usability and Gratifications--Towards a Website Analysis Model.

27p. 1mf. L1 ED 458 656

Vacation Programs

Parent, Teacher, and Student Satisfaction with Year-Round School Intersession.

35p. 1mf. L2 ED 458 696

Validated Programs

The Challenges of Gangs and Youth Violence in the Schools. Fourth CCBD Mini-Library Series: Addressing the Diverse Needs of Children and Youth with Emotional/Behavioral Disorders--Programs That Work.

54p. 1mf. L2 ED 458 773

Validity

Adapting Tests for Use in Multiple Languages and Cultures. Laboratory of Psychometric and Evaluative Research Report.

30p. 1mf. L1 ED 459 207

Judging Evidence of the Validity of the National Assessment of Educational Progress Achievement Levels.

40p. 1mf. L1 ED 459 212

Developing Effective Linkages between Job Corps and One-Stop Systems: A Technical Assistance Guide.

68p. 1mf. L1 ED 458 421

Partnering for Quality under the Workforce Investment Act: A Tool Kit for One-Stop System Building. Module 1: Reviewing System-Building Progress and Developing a Blueprint for WIA Transition. Trainer Manual with Participant Workbook.

110p. 2mf. L1 ED 458 422

Partnering for Quality under the Workforce Investment Act: A Tool Kit for One-Stop System Building. Module 2: Partnering and Organizational Change. Trainer Manual with Participant Workbook.

149p. 2mf. L1 ED 458 423

Partnering for Quality under the Workforce Investment Act: A Tool Kit for One-Stop System Building. Module 4: Designing a System for the Delivery of Integrated Services. Trainer Manual with Participant Workbook.

107p. 2mf. L1 ED 458 425

Partnering for Quality under the Workforce Investment Act: A Tool Kit for One-Stop System Building. Module 5: Building a Process for Continuous Improvement. Training Manual with Participant Workbook.

108p. 2mf. L1 ED 458 426

Project CATALIST (Collaborative Accommodations Training Accenting Local Instructional Strategies and Technology.) Grant Performance Report for Continuation Funding, Fiscal Year 1997. Postsecondary Education Programs for Individuals with Disabilities.

319p. 4mf. L1 ED 458 726

Aging (Individuals)

Integrating Teaching and Scholarship in Psychology of Aging.

17p. 1mf. L1 ED 458 507

Agricultural Education

Assessing Research Capacity in Agricultural Education: A Case Study of NCA-24 Institutions.

14p. 1mf. L1 ED 458 862

Assessing Research Capacity in Agricultural Education: A Summary of Twelve Land Grant Program Administrators.

14p. 1mf. L1 ED 458 861

A National Study of the Supply and Demand for Teachers of Agricultural Education in 1996-1998.

56p. 1mf. L1 ED 458 358

Teacher Attitudes toward Professional Organization-Developed, State Board-Approved Standards for Agricultural Education.

19p. 1mf. L1 ED 459 074

Aircraft Pilots

English Education and Communication Studies: Ambiguity in the International Airway.

15p. 1mf. L1 ED 458 629

Alaska Natives

Federal Indian Law and Policy Affecting American Indian and Alaska Native Education. Indian Education Legal Support Project "Tribalizing Indian Education."

31p. 1mf. L1 ED 459 031

Alaska Natives (Continued)

Sharing Our Pathways: A Newsletter of the Alaska Rural Systemic Initiative, 2001.

86p. 1mf. L1 ED 459 035

Alcohol Abuse

Choosing Training?
38p. 1mf. L1 ED 458 395

In Pursuit of Teacher Quality: Three Models of Success.
27p. 1mf. L1 ED 459 167

Journalism and Mass Communication Educators' Career Choices: When and Why They Entered College Teaching.
31p. 1mf. L1 ED 458 645

Career Counseling

After Trauma: Rebuild a Life through Career Narratives.
10p. 1mf. L1 ED 458 483

Competency-Based Behavioral Interviewing: How To Prepare and Win!
7p. 1mf. L1 ED 458 484

Exploration of the Emotional Avenues of Career Change.
11p. 1mf. L1 ED 458 487

The History and Development of the Campbell Interest and Skill Survey (CISS).
24p. 1mf. L2 ED 458 464

Integrating Psychology and Spirituality during Career Exploration.
7p. 1mf. L1 ED 458 489

The Majors Fair: Helping College Students Decide on Majors.
12p. 1mf. L1 ED 458 486

Providing Career Counseling to Lesbian Women.
17p. 1mf. L1 ED 458 442

SkillScan Online: Have Skills, Will Travel.
5p. 1mf. L1 ED 458 485

Staying Innovative and Change-Focused in the New Economy. A Collection of Special Papers Generated for the 2001 International Career Development Conference (Seattle, Washington, November 7-11, 2001).
142p. 2mf. L1 ED 458 482

Surviving or Thriving?
7p. 1mf. L1 ED 458 488

When Assessments Fail: Using Alternative Approaches to Career Exploration.
9p. 1mf. L1 ED 458 490

Career Development

Achieving Life Balance: Myths, Realities, and Developmental Perspectives. Information Series.
46p. 1mf. L1 ED 458 420

Career Frontiers: New Conceptions of Working Lives.
290p. 0mf. L3 ED 458 387

If My Career's on the Fast Track, Where Do I Get a Road Map? Surviving and Thriving in the Real World of Work.
272p. 0mf. L3 ED 458 388

Journalism and Mass Communication Educators' Career Choices: When and Why They Entered College Teaching.
31p. 1mf. L1 ED 458 645

Career Development
(Continued)

Staying Innovative and Change-Focused in the New Economy. A Collection of Special Papers Generated for the 2001 International Career Development Conference (Seattle, Washington, November 7-11, 2001).
142p. 2mf. L1 ED 458 482

A Taxonomy of Career Development Interventions That Occur in U.S. Secondary Schools.
39p. 1mf. L1 ED 458 406

Transitional Jobs: A Bridge into the Workforce for Hard-To-Employ Welfare Recipients. Policy Brief.
12p. 1mf. L1 ED 458 401

Working Time in Comparative Perspective. Volume II: Life-Cycle

Professionalizing Foreign Language Teaching in a Research Department.
24p. 1mf. L1 ED 458 810

College Sophomores

Improving Career Self-Efficacy in Emerging Adults with Limited Life Experiences.
7p. 1mf. L1 ED 458 491

College Students

Classroom Activities To Enhance Student Learning about Diversity Issues.
9p. 1mf. L1 ED 458 456

Funding Your Education: 2002/2003.
21p. 1mf. L1 ED 458 859

The Student with a Brain Injury: Achieving Goals for Higher Education.
18p. 1mf. L1 ED 458 730

College Transfer Students

Annual Report to the Ministry of Advanced Education, Training and Technology, 2000-2001.
30p. 1mf. L1 ED 458 922

British Columbia Transfer TIPS: Facilitation Guide.
15p. 1mf. L1 ED 458 920

Profile of BC College Transfer Students Admitted to BC Universities, 1994/95 to 1998/99.
93p. 1mf. L1 ED 458 926

University and Community College Systems of Nevada Report on Articulation and Transfer.
9p. 1mf. L1 ED 458 902

Colonialism

Early Childhood Education as a Contact Zone--Emergent Indigenous Leadership in Australia and Canada.
6p. 1mf. L1 ED 459 026

Color

The Effects of Blue Ink Print on Students' Memory Retention of Math Terms and Definitions.
17p. 1mf. L1 ED 459 086

Commercial Art

Visual Communications Art. FasTrak Specialization Integrated Technical and Academic Competency (ITAC). Revised.
12p. 1mf. L1 ED 458 383

Communication (Thought Transfer)

Is Communication Free from Domination Possible in English Post-Compulsory Education?
12p. 1mf. L1 ED 458 665

Sustaining Speaking across the Curriculum Programs.
13p. 1mf. L1 ED 458 666

World Wide Web Resources for Communication.
56p. 1mf. L1 ED 458 664

Communication Disorders

Fifteen Years Later: An Investigation of the Long-Term Outcomes of Augmentative and Alternative Communication Interventions.
154p. 2mf. L1 ED 458 727

Communication Problems

English Education and Communication Studies: Ambiguity in the

Acting Globally by Thinking Locally--A Postcolonial Partnership.
16p. 1mf. L1 ED 459 028

Educating Culturally Responsive Teachers: A Coherent Approach. SUNY Series, Teacher Preparation and Development.
237p. 0mf. L3 ED 459 168

Our Children's Songs: American Indian Students and the Schools.
8p. 1mf. L1 ED 459 045

Scribble Scrabble--Learning To Read and Write: Success with Diverse Teachers, Children, and Families.
168p. 0mf. L3 ED 458 946

Sharing Our Pathways: A Newsletter of the Alaska Rural Systemic Initiative, 2001.
86p. 1mf. L1 ED 459 035

Culture Conflict

Cultural Pluriformity: Source of Civilization, Source of Conflicts.
9p. 1mf. L1 ED 459 090

Early Childhood Education as a Contact Zone--Emergent Indigenous Leadership in Australia and Canada.
6p. 1mf. L1 ED 459 026

Current Events

CNN Newsroom Classroom Guides, November 2001.
88p. 1mf. L2 ED 458 873

Reading Current Events Items.
8p. 1mf. L1 ED 458 551

Curriculum

Access to the General Education Curriculum for Students with Disabilities. ERIC Digest.
4p. 1mf. L1 ED 458 735

Contemporary Curriculum Discourses: Twenty Years of JCT. Counterpoints: Studies in the Postmodern Theory of Education.
578p. 0mf. L3 ED 458 688

Curriculum

(Continued)

In Control: Anger Management and the Development of Prosocial Behavior.
14p. 1mf. L1 ED 458 476

Innovations: The Comprehensive Infant & Toddler Curriculum. Trainer's Guide.
238p. 3mf. L2 ED 458 980

Curriculum Design

Access and Inclusion for Children with Autistic Spectrum Disorders: "Let Me In."
247p. 0mf. L3 ED 458 763

The Co-Construction by Early Years Care and Education Practitioners of Literacy and Mathematics Curricula for Young Children.
20p. 1mf. L2 ED 458 610

On Infusing Disability Studies into the General Curriculum. On Point...Brief Discussions of Critical Issues in Urban Education.
16p. 1mf. L1 ED 458 737

Curriculum Development

Brazil 500 Years: Crossing Boundaries from Cabral to the Third Millennium (July 7-August 12, 2000). Fulbright-Hays Summer Seminars Abroad Program, 2000 (Brazil).
506p. 6mf. L1 ED 459 116

Building Character in Schools Resource Guide. The Jossey-Bass Education Series.
159p. 0mf. L3 ED 458 515

Economic Factors

The Child Care Problem: An Economic Analysis.
304p. 0mf. L3 ED 458 975

Development of Vocational Education and Training Standards: The Impact of Labour Market Information. Manual. Qualifications and Training Methods.
79p. 1mf. L1 ED 458 431

Economic Impact

Financing, Efficiency, and Equity in Albanian Education. World Bank Technical Paper.
111p. 2mf. L2 ED 458 723

Heaven's Door: Immigration Policy and the American Economy.
263p. 0mf. L3 ED 459 299

Economically Disadvantaged

Poverty, Education and Health in Indonesia: Who Benefits from Public Spending? Working Paper.
64p. 1mf. L2 ED 459 053

School Subsidies for the Poor: Evaluating the Mexican Progresa Poverty Program. Center Discussion Paper.
84p. 1mf. L1 ED 459 046

Welfare Reform in Rural America: A Review of Current Research.
65p. 1mf. L1 ED 459 054

Economics

A Command Economic System. Lesson Plan.
6p. 1mf. L1 ED 459 102

Economics (Continued)

Fitness Day. Lesson Plan.
6p. 1mf. L1 ED 459 100

Holiday Market Basket Information. Lesson Plan.
6p. 1mf. L1 ED 459 099

Lesson on Demand. Lesson Plan.
5p. 1mf. L1 ED 459 103

The Paper Airplane Challenge: A Market Economy Simulation. Lesson Plan.
6p. 1mf. L1 ED 459 101

Saskatchewan Urban Training Needs Assessment Report, 2000.
105p. 2mf. L1 ED 458 918

Economics Education

The Arctic National Wildlife Refuge: Many Alternatives and One Choice To Make. Lesson Plan.
9p. 1mf. L1 ED 459 098

A Command Economic System. Lesson Plan.
6p. 1mf. L1 ED 459 102

Fitness Day. Lesson Plan.
6p. 1mf. L1 ED 459 100

Holiday Market Basket Information. Lesson Plan.
6p. 1mf. L1 ED 459 099

Lesson on Demand. Lesson Plan.
5p. 1mf. L1 ED 459 103

The Paper Airplane Challenge: A Market Economy Simulation. Lesson Plan.
6p. 1mf. L1 ED 459 101

Education Work Relationship

The 2000 Census and Growth Patterns in Rural America. The Main Street Economist: Commentary on the Rural Economy.
5p. 1mf. L1 ED 459 040

Adult Education at Work: A Collaborative Resource Addressing the

Program 3 in the 2000-2001 Series.
60p. 1mf. L1 ED 459 067

The NASA "Why?" Files: The Case of the Unknown Stink. Program 1 in the 2000-2001 Series.
33p. 1mf. L1 ED 459 065

Technology-Enhanced Learning Environments. Case Studies in TESOL Practice Series.
192p. 2mf. L2 ED 458 793

TECHnology// Strategic Plan, 2000-2005.
33p. 1mf. L1 ED 458 928

"Theoretically, That's How You Do It...": Using Narratives When Computers Let You Down in the Technology Classroom.
17p. 1mf. L1 ED 458 658

Using Technology as a Tool in Abstract Algebra and Calculus: The MTSU Experience.
6p. 1mf. L1 ED 459 081

Ways forward with ICT: Effective Pedagogy Using Information and Communications Technology for Literacy and Numeracy in Primary Schools.
129p. 2mf. L1 ED 458 652

Educational Testing

Assessment and Testing in an English Classroom in India.
8p. 1mf. L1 ED 459 205

Educational Theories

Contemporary Curriculum Discourses: Twenty Years of JCT. Counterpoints: Studies in the Postmodern Theory of Education.
578p. 0mf. L3 ED 458 688

Education for 2001 and Beyond: Imperatives and Possibilities. Outcomes from the ACE "Education 2000" International Conference.
65p. 1mf. L1 ED 458 691

Glossary of Adult Learning in Europe. A.E. Monographs.
127p. 2mf. L1 ED 458 363

The Impact of Quantum Theoretical Models of Consciousness on the Study of Education.
22p. 1mf. L1 ED 459 104

Educational Trends

Adult Education and Indigenous Peoples in Norway. International Survey on Adult Education for Indigenous Peoples. Country Study: Norway.
103p. 2mf. L1 ED 458 367

Adult Education and Indigenous Peoples in Russia. International Survey on Adult Education for Indigenous Peoples. Country Study: Russia.
77p. 1mf. L1 ED 458 369

Adult Education and Indigenous Peoples in the Philippines. International Survey on Adult Education for Indigenous Peoples. Country Study: The Philippines.
46p. 1mf. L1 ED 458 368

eLearning Survey: What Is the Extent of eLearning in Europe?
9p. 1mf. L1 ED 458 443

European Structures of Qualification Levels: A Synthesis Based on Reports on Recent Developments in Germany, Spain, France, the Netherlands and the United Kingdom (England and Wales). Volume 1. CEDEFOP Reference Series.
122p. 2mf. L1 ED 458 444

European Structures of Qualification Levels: Reports on Recent Developments in Germany, Spain, France, the Netherlands and in the United Kingdom (England and Wales). Volume 3.
62p. 1mf. L1 ED 458 446

European Structures of Qualification Levels: Reports on Recent Developments in Germany, Spain, France, the Netherlands and in

100 Days of Learning in Place: How a Small School Utilized "Place-Based" Learning To Master State Academic Standards.
13p. 1mf. L1 ED 459 023

Experiental Teaching Strategies Applied to an Ethics and Professional Issues Course.
7p. 1mf. L1 ED 458 493

Experiential Learning in a Humanities Class.
9p. 1mf. L1 ED 458 668

One Kid at a Time: Big Lessons from a Small School. Series on School Reform. The Series on School Reform.
171p. 0mf. L3 ED 459 051

Raccoon Circles: A Handbook for Facilitators.
19p. 1mf. L1 ED 459 034

Expository Writing

The Multigenre Research Paper: Voice, Passion, and Discovery in Grades 4-6.
150p. 0mf. L3 ED 458 575

Extended School Year

Extended School Year. Issues in Education. Technical Assistance Bulletin.
6p. 1mf. L1 ED 458 736

Eye Movements

Compilation of Eye Movement Research.
15p. 1mf. L1 ED 458 505

Facility Guidelines

When Change Is Set in Stone: An Analysis of Seven Academic Libraries Designed by Perry Dean Rogers & Partners, Architects.
103p. 0mf. L3 ED 458 876

Factor Structure

Factorial Invariance of the Advanced Placement International English Language Exam (APIEL R) across Chinese and German Samples.
26p. 1mf. L1 ED 459 199

Measuring Knowledge of Introductory Psychology: What Are the Relevant Constructs?
31p. 1mf. L1 ED 459 200

Faculty College Relationship

Organizational Support for Innovation: Perspectives of Community College Faculty.
163p. 2mf. L1 ED 458 899

Faculty Development

The Effectiveness of Teacher Resource Centre Strategy. Full Report. Education Research.
259p. 3mf. L1 ED 459 149

Psychologists in Partnership with Criminal Justice in American Public Schools: A Match Made in Heaven or a Marriage from Hell?
23p. 1mf. L1 ED 459 276

Teacher Learning, Informal and Formal: Results of a Cancdian Teachers' Federation Survey. NALL Working Paper.
26p. 1mf. L1 ED 459 169

The Teacher Trainer, 2001.
110p. 2mf. L1 ED 458 814

What It Takes To Be a Teacher: The Role of Personal and Professional Development.
192p. 0mf. L3 ED 459 156

Faculty Mobility

27p. 1mf. L1 ED 459 251

State Summary of New Mexico. Ed Watch Online.

27p. 1mf. L1 ED 459 252

State Summary of New York. Ed Watch Online.

27p. 1mf. L1 ED 459 253

Hispanic American Students (Continued)

State Summary of North Carolina. Ed Watch Online.

27p. 1mf. L1 ED 459 254

State Summary of North Dakota. Ed Watch Online.

27p. 1mf. L1 ED 459 255

State Summary of Ohio. Ed Watch Online.

27p. 1mf. L1 ED 459 256

State Summary of Oklahoma. Ed Watch Online.

27p. 1mf. L1 ED 459 257

State Summary of Oregon. Ed Watch Online.

27p. 1mf. L1 ED 459 258

State Summary of Pennsylvania. Ed Watch Online.

27p. 1mf. L1 ED 459 259

State Summary of Rhode Island. Ed Watch Online.

27p. 1mf. L1 ED 459 260

State Summary of South Carolina. Ed Watch Online.

27p. 1mf. L1 ED 459 261

State Summary of South Dakota. Ed Watch Online.

27p. 1mf. L1 ED 459 262

State Summary of Tennessee. Ed Watch Online.

27p. 1mf. L1 ED 459 263

State Summary of Texas. Ed Watch Online.

27p. 1mf. L1 ED 459 264

State Summary of Utah. Ed Watch Online.

27p. 1mf. L1 ED 459 265

State Summary of Vermont. Ed Watch Online.

27p. 1mf. L1 ED 459 266

State Summary of Virginia. Ed Watch Online.

27p. 1mf. L1 ED 459 267

State Summary of Washington. Ed Watch Online.

27p. 1mf. L1 ED 459 268

State Summary of West Virginia. Ed Watch Online.

27p. 1mf. L1 ED 459 269

State Summary of Wisconsin. Ed Watch Online.

27p. 1mf. L1 ED 459 270

State Summary of Wyoming. Ed Watch Online.

27p. 1mf. L1 ED 459 271

Summary of the Nation. Ed Watch Online.

26p. 1mf. L1 ED 459 220

They Are Our Kids: Significant Findings from a 1998 Latino Dropout Study.

18p. 1mf. L1 ED 459 033

Hispanic Americans

Accountability.

34p. 1mf. L1 ED 458 714

Education in the New Latino Diaspora: Policy and the Politics of Identity. Sociocultural Studies in Educational Policy Formation and Appropriation.

275p. 0mf. L3 ED 459 029

Impact of Two-Way Bilingual Elementary Programs on Students' Attitudes toward School and College.

42p. 1mf. L1 ED 458 822

Latina Voices of Des Moines.

337p. 4mf. L1 ED 459 017

Nosotras viviremos. Las destrezas: A Capacity Building Training Manual for Working with Latina Farmworking Youth.

145p. 2mf. L2 ED 459 145

Problems of Simultaneous Interpreting of Scientific Discussion.
13p. 1mf. L1 ED 458 798

Intervention

The Challenges of Gangs and Youth Violence in the Schools. Fourth CCBD Mini-Library Series: Addressing the Diverse Needs of Children and Youth with Emotional/Behavioral Disorders--Programs That Work.
54p. 1mf. L2 ED 458 773

Fifteen Years Later: An Investigation of the Long-Term Outcomes of Augmentative and Alternative Communication Interventions.
154p. 2mf. L1 ED 458 727

Focusing on the First-Year Student.
18p. 1mf. L2 ED 458 865

Fragile X Syndrome: A Guide for Teachers.
114p. 0mf. L3 ED 458 780

Research on Full-Service Schools and Students with Disabilities. ERIC/OSEP Digest.
4p. 1mf. L1 ED 458 749

Strategies and Procedures for Designing Proactive Interventions with a Culturally Diverse Population of Students with Emotional or Behavioral Disorders and Their Families/Caregivers. Fourth CCBD Mini-Library Series: Addressing the Diverse Needs of Children and Youth with Emotional/Behavioral Disorders--Programs That Work.
35p. 1mf. L2 ED 458 777

A Taxonomy of Career Development Interventions That Occur in U.S. Secondary Schools.
39p. 1mf. L1 ED 458 408

Introductory Courses

Evaluating Introductory Physics Classes in Light of the ABET Criteria: An Example from the SCALE-UP Project.
16p. 1mf. L1 ED 459 063

Item Response Theory

Rasch Based Analysis of Oral Presentation Assessment for Item Banking.
13p. 1mf. L1 ED 458 821

Rasch Measurement and Item Banking: Theory and Practice.
15p. 1mf. L1 ED 458 812

Japanese

A Study of Children's Early Oral Production in the Target Language in Japanese Immersion Classrooms.
31p. 1mf. L1 ED 458 826

Japanese Culture

Japanese International Students' Attitudes toward Acquaintance Rape.
19p. 1mf. L1 ED 458 512

Job Analysis

Counselors Finding Their Way.
260p. 3mf. L2 ED 458 479

Job Development

Gearing Up: An Interim Report on the Sectoral Employment Initiative.
36p. 1mf. L1 ED 458 396

Job Fairs

Yearbook of Correctional Education, 1998-1999.

7p. 1mf. L2 ED 458 571

Learning through Literacy: Adapting Novels by Roald Dahl for Students in Self-Contained or Inclusive Classrooms. The Professional Growth Series.

115p. 0mf. L3 ED 458 528

Literacies, Contexts and Practices: Public Devices for Their Definition.

17p. 1mf. L1 ED 458 544

Literacy and the Curriculum: Success in Senior Secondary Schooling.

200p. 0mf. L3 ED 458 517

The Literacy Debates: What Are the Issues in New Zealand?

14p. 1mf. L1 ED 458 621

Making Writing Instruction Work. Issue Brief.

7p. 1mf. L2 ED 458 572

More than a Sound a Week.

9p. 1mf. L1 ED 458 609

Multilingual Literacies in the Primary Classroom: Making the Connections.

10p. 1mf. L1 ED 458 824

Newcomers and the Environment: ESL Textbook with Teaching Guide--Answer Key and ESL Textbook. Advanced Level.

138p. 2mf. L1 ED 458 841

Newcomers and the Environment: Teaching Guide--Answer Key and ESL Textbook. Intermediate Level.

85p. 1mf. L1 ED 458 840

Report of the Regional Literacy Network Annual Meeting (1st, Chicago, Illinois, April 24, 2001).

43p. 1mf. L1 ED 458 567

Supporting Struggling Readers and Writers: Strategies for Classroom Intervention 3-6.

264p. 0mf. L3 ED 458 548

Systems for Change in Literacy Education: A Guide to Professional Development.

262p. 0mf. L3 ED 458 576

Trends in Standards of Literacy in the United Kingdom, 1948-1996.

17p. 1mf. L1 ED 458 604

Ways forward with ICT: Effective Pedagogy Using Information and Communications Technology for Literacy and Numeracy in Primary Schools.

129p. 2mf. L1 ED 458 652

What We Know after a Decade of Hong Kong Extensive Reading Scheme.

19p. 1mf. L1 ED 458 806

Working Together: Reading and Writing in Inclusive Classrooms.

181p. 2mf. L1 ED 458 599

Literacy Education

Adult Education & Social Change. Models for Adult and Lifelong Learning.

130p. 2mf. L1 ED 458 410

Building Family Literacy in an Urban Community. Language and Literacy Series.

179p. 0mf. L3 ED 459 275

Certificates in English Language Literacies (CELL). Adult Education in the Community.

126p. 2mf. L1 ED 458 835

Family Literacy Programs: The Whole Is More Than the Sum of Its Parts.

17p. 1mf. L1 ED 458 584

From the Abacus to the World Wide Web: An Analysis of the Educational Technology Movement and Its Impact upon Adult Literacy in the People's Republic of China.

69p. 1mf. L1 ED 458 872

Nutrition

Household Food Security Study Summaries. 2001 Edition.
103p. 2mf. L2 ED 458 961

WIC in Native American Communities: Building a Healthier America. Report Summary.
19p. 1mf. L1 ED 459 050

Nutrition Instruction

School Health Index for Physical Activity and Healthy Eating: A Self-Assessment and Planning Guide. Middle School/High School.
139p. 2mf. L1 ED 459 171

Objectives

The Challenge of Universal Primary Education: Strategies for Achieving the International Development Targets.
48p. 1mf. L1 ED 459 007

Objectivity

Paradigmatic Differences in Educational Administration: Positivism and Critical Theory.
57p. 1mf. L1 ED 458 706

Occupational Information

Development of Vocational Education and Training Standards: The Impact of Labour Market Information. Manual. Qualifications and Training Methods.
79p. 1mf. L1 ED 458 431

A Framework for Defining and Assessing Occupational and Training Standards in Developing Countries. Information Series.
67p. 1mf. L1 ED 458 419

If My Career's on the Fast Track, Where Do I Get a Road Map? Surviving and Thriving in the Real World of Work.
272p. 0mf. L3 ED 458 388

Occupational Mobility

Career Frontiers: New Conceptions of Working Lives.
290p. 0mf. L3 ED 458 387

Occupational Safety and Health

Yoga Asanas for the Relief and Prevention of Carpal Tunnel Syndrome.
8p. 1mf. L1 ED 459 162

Oil

The Arctic National Wildlife Refuge: Many Alternatives and One Choice To Make. Lesson Plan.
9p. 1mf. L1 ED 459 098

Older Adults

The Impact of Aging on Education.
14p. 1mf. L1 ED 458 405

Preventing and Reporting Resident Abuse in Assisted Living: A Learning Module for Resident Assistants.
22p. 1mf. L1 ED 458 398

Older Workers

Special Features of the Finnish Labour Market and Challenges for Education.
18p. 1mf. L1 ED 458 370

One Teacher Schools

Multi-Grade Teaching: A Review of Research and Practice. Education Research.

27p. 1mf. L1 ED 459 267

State Summary of Washington. Ed Watch Online.

27p. 1mf. L1 ED 459 268

State Summary of West Virginia. Ed Watch Online.

27p. 1mf. L1 ED 459 269

State Summary of Wisconsin. Ed Watch Online.

27p. 1mf. L1 ED 459 270

State Summary of Wyoming. Ed Watch Online.

27p. 1mf. L1 ED 459 271

Summary of the Nation. Ed Watch Online.

26p. 1mf. L1 ED 459 220

Wilmington Kids Count Fact Book, 2001.

88p. 1mf. L1 ED 458 991

Poverty Programs

School Subsidies for the Poor: Evaluating the Mexican Progresa Poverty Program. Center Discussion Paper.

84p. 1mf. L1 ED 459 046

Power Structure

Successful Early Childhood Indigenous Leadership.

8p. 1mf. L1 ED 459 027

Practical Nursing

Practical Nursing. FasTrak Specialization Integrated Technical and Academic Competency (ITAC). Revised.

16p. 1mf. L1 ED 458 382

Preschool Children

Gender-Fair and Gender-Congruent Practices for Young Children's Naturalist Intelligence: From the Perspective of Developmentally and Culturally Appropriate Practice (DCAP).

11p. 1mf. L1 ED 458 944

Improving Children's Readiness for School: Preschool Programs Make a Difference, but Quality Counts!

27p. 1mf. L1 ED 458 998

Preschool Curriculum

Innovations: The Comprehensive Infant Curriculum. A Self-Directed Teacher's Guide.

132p. 2mf. L2 ED 458 981

Innovations: The Comprehensive Toddler Curriculum. A Self-Directed Teacher's Guide.

133p. 2mf. L2 ED 458 982

Preschool Education

Access for All: Closing the Book Gap for Children in Early Education.

101p. 2mf. L1 ED 458 569

Early Childhood Settings in 15 Countries: What Are Their Structural Characteristics? The IEA Preprimary Project, Phase 2.

408p. 5mf. L2 ED 459 001

Improving Children's Readiness for School: Preschool Programs Make a Difference, but Quality Counts!

27p. 1mf. L1 ED 458 998

Preschool Teachers

Every Child: The Magazine of the Australian Early Childhood Association, Inc., 2000.

146p. 2mf. L2 ED 458 986

Foundations, Adult Dynamics, Teacher Education and Play. Advances in Early Education and Day Care.

240p. 0mf. L3 ED 458 973

Gender-Fair and Gender-Congruent Practices for Young Children's

12p. 1mf. L1 ED 458 552

Teacher Predictions of Young Children's Literacy Success or Failure in Four Primary Schools.

18p. 1mf. L1 ED 458 612

Trends in Standards of Literacy in the United Kingdom, 1948-1996.

17p. 1mf. L1 ED 458 604

Reading Aloud to Others

Leyendo con tu hijo: Consejos practicos para los padres... (Reading with Your Child: Practical Advice for Parents...).

6p. 1mf. L1 ED 458 539

Reading Tips for Parents.

6p. 1mf. L1 ED 458 538

Working Together: Reading and Writing in Inclusive Classrooms.

181p. 2mf. L1 ED 458 599

Reading Attitudes

Literacies, Contexts and Practices: Public Devices for Their Definition.

17p. 1mf. L1 ED 458 544

Why Do Schoolchildren Enjoy Reading? The Construction of an Explanatory Model.

14p. 1mf. L1 ED 458 541

Reading Comprehension

The Brain and Reading. Topics in Early Reading Coherence.

4p. 1mf. L1 ED 458 557

Decoding and the Jabberwocky's Song. Topics in Early Reading Coherence.

5p. 1mf. L1 ED 458 556

The Dialogue of Spoken Word and Written Word.

25p. 1mf. L1 ED 458 619

Guided Comprehension: A Teaching Model for Grades 3-8.

310p. 4mf. L1 ED 458 563

Learning through Literacy: Adapting Novels by Roald Dahl for Students in Self-Contained or Inclusive Classrooms. The Professional Growth Series.

115p. 0mf. L3 ED 458 528

Put Reading First: The Research Building Blocks for Teaching Children To Read. Kindergarten through Grade 3.

62p. 1mf. L1 ED 458 536

Reading and the Three Cueing Systems. Topics in Early Reading Coherence.

5p. 1mf. L1 ED 458 554

Reading Current Events Items.

8p. 1mf. L1 ED 458 551

"Reading for Information": How Student Teachers React to an Interactive Teaching Approach.

8p. 1mf. L1 ED 458 543

Reading Progress and the School Administrator.

9p. 1mf. L1 ED 458 519

The Role of Television Viewing in the Development of Reading Comprehension.

12p. 1mf. L1 ED 458 552

Teaching with Cats: Integration of Children's Interests and Literature To Enhance Reading Comprehension.

12p. 1mf. L1 ED 458 530

Today's Students, Tomorrow's Citizens: Pathways for Learning, Language and Reading Comprehension. Alabama High School Graduation Exam.

322p. 4mf. L1 ED 458 532

Reading Difficulties

Accommodations and Modifications: What Parents Need To Know =

"In Loco Communitas": Service-Learning and the Liberal Arts.
26p. 1mf. L1 ED 458 654

Promoting Healthy Youth, Schools, and Communities: A Guide to Community-School Health Advisory Councils.
168p. 2mf. L1 ED 459 140

School Community Relationship

Acting Globally by Thinking Locally--A Postcolonial Partnership.
16p. 1mf. L1 ED 459 028

Education and Community Building: Connecting Two Worlds.
45p. 1mf. L1 ED 458 700

Exploring the Relationship between a Small Rural School in Northeast Georgia and Its Community: An Image-Based Study Using Participant-Produced Photographs.
411p. 5mf. L1 ED 459 014

Making Afterschool Count: Communities & Schools Working Together, 2001.
34p. 1mf. L2 ED 458 940

A Practitioner's Guide to School Community Based Management (SCBM).
11p. 1mf. L1 ED 458 680

Rural Roots: News, Information, and Commentary from the Rural School and Community Trust, 2000-2001.
78p. 1mf. L1 ED 459 036

The Rural School and Community Trust Annual Report, 2001.
17p. 1mf. L1 ED 459 032

Rural Schools on the Prairie Turn to Land for Learning and Inspiration. Rural Trust Featured Project.
13p. 1mf. L1 ED 459 055

School at the Centre (SatC): A Pilot Project in North Queensland. Report One: Completion of Phase One, the US Visit and Visits to Australian Schools.
156p. 2mf. L1 ED 459 025

School Public Relations Journal, 2001.
182p. 2mf. L2 ED 459 004

School Safety.
28p. 1mf. L1 ED 458 713

School-Community Connections: A Literature Review.
63p. 1mf. L1 ED 459 047

Serving the Unserved and Underserved: Western Iowa Tech Community College--The First Thirty-Three Years, 1966-1999.
126p. 2mf. L1 ED 458 927

Successful Early Childhood Indigenous Leadership.
8p. 1mf. L1 ED 459 027

Sustaining School-Community Partnerships To Enhance Outcomes for Children and Youth: A Guidebook and Tool Kit.
128p. 2mf. L1 ED 459 277

School Construction

Rules for School Construction Projects.
21p. 1mf. L1 ED 458 783

School Construction. Policy Report.
12p. 1mf. L1 ED 458 785

Title 7: Education. Chapter 6: School Facilities Board Rules.
40p. 1mf. L1 ED 458 789

School Counseling

Anabolic Steroid Abuse. National Institute on Drug Abuse Research Report Series.
14p. 1mf. L1 ED 458 516

School Culture

The Beat of a Different Drummer: Essays on Educational Renewal in Honor of John I. Goodlad.

Change in Identification, FAPE, Placement, or Dismissal from Special Education. Technical Assistance Paper.
9p. 1mf. L1 ED 458 745

Education, Disability, and Juvenile Justice: Recommended Practices. Fourth CCBD Mini-Library Series: Addressing the Diverse Needs of Children and Youth with Emotional/Behavioral Disorders--Programs That Work.
49p. 1mf. L2 ED 458 775

A Self-Study Guide to Implementation of Inclusive Assessment and Accountability Systems. A Best Practice Approach.
73p. 1mf. L1 ED 459 190

A Special Remedy: Roma and Schools for the Mentally Handicapped in the Czech Republic. Country Reports Series.
139p. 2mf. L1 ED 459 273

Transition Education and Services for Adolescents with Disabilities. Third Edition.
422p. 0mf. L3 ED 458 389

Special Health Problems

Manifestations, Treatment Implications and Speech-Language Consideration in Gorlin Syndrome: A Case Study.
10p. 1mf. L1 ED 458 748

Special Needs Students

Assessing Inclusion: Strategies for Success. Hot Topics Series.
271p. 0mf. L3 ED 458 744

The Identification of "Need" in Reading.
10p. 1mf. L1 ED 458 533

Inclusion in Middle Schools. ERIC Digest.
4p. 1mf. L1 ED 459 000

Principles and Practise of Fair Assessment.
13p. 1mf. L1 ED 459 309

The Student with a Brain Injury: Achieving Goals for Higher Education.
18p. 1mf. L1 ED 458 730

Special Schools

AFB Directory of Services for Blind and Visually Impaired Persons in the United States and Canada. 26th Edition.
823p. 0mf. L3 ED 458 731

Speech Communication

The Website Assignment as a Valuable Exercise--Beyond Establishing Presence to Creating Significance.
20p. 1mf. L1 ED 458 659

Speech Language Pathology

Manifestations, Treatment Implications and Speech-Language Consideration in Gorlin Syndrome: A Case Study.
10p. 1mf. L1 ED 458 748

Speech Therapy

Manifestations, Treatment Implications and Speech-Language Consideration in Gorlin Syndrome: A Case Study.
10p. 1mf. L1 ED 458 748

Spelling

What's So Irregular about Exception Words? Topics in Early Reading Coherence.
5p. 1mf. L1 ED 458 558

Spirituality

Concurrent and Discriminant Validity of the Means-Ends

Faculty and Institution Files. CD-ROM .
0p. 0mf. L3 ED 459 204

A National Study of the Supply and Demand for Teachers of Agricultural Education in 1996-1998.
56p. 1mf. L1 ED 458 358

Our Children's Songs: American Indian Students and the Schools.
8p. 1mf. L1 ED 459 045

Teacher Leadership: A Profile To Identify the Potential.
15p. 1mf. L1 ED 459 147

Teacher Collaboration

Experiential Learning in a Humanities Class.
9p. 1mf. L1 ED 458 668

Reeducating the Educator: Global Perspectives on Community Building. SUNY Series, Teacher Preparation and Development.
242p. 0mf. L3 ED 459 166

Teaching in Common: Challenges to Joint Work in Classrooms and Schools. The Series on School Reform.
185p. 0mf. L3 ED 458 626

Teacher Competencies

California's Initiative To Attract Highly Qualified Teachers Into Low Performing Schools.
5p. 1mf. L1 ED 459 160

Coaching & Mentoring First-Year and Student Teachers.
151p. 0mf. L3 ED 459 176

The Community Teacher: A New Framework for Effective Urban Teaching.
197p. 0mf. L3 ED 459 283

Toward a Comprehensive Approach to Teacher Quality. Policy Brief.
13p. 1mf. L1 ED 459 172

Teacher Developed Materials

Character Education Literacy Kits: Supporting the Home/School Connection.
7p. 1mf. L1 ED 458 638

Teacher Education

ERIC/EECE Newsletter, 2001.
14p. 1mf. L1 ED 458 988

A National Study of the Supply and Demand for Teachers of Agricultural Education in 1996-1998.
56p. 1mf. L1 ED 458 358

What Beliefs and Intentions Concerning Science and Mathematics and the Teaching of Those Subjects Do Reform-Prepared Specialist Elementary/Middle Level Teachers Bring to the Workplace?
22p. 1mf. L1 ED 459 070

Teacher Education Programs

Peer Coaching Training Manual: Lecture and Slides.
87p. 1mf. L1 ED 458 771

SPED 590 Peer Coaching Seminar: An Online Course about Peer Coaching.
81p. 1mf. L1 ED 458 772

Teacher Educator Education

The Teacher Trainer, 2001.
110p. 2mf. L1 ED 458 814

Teacher Educators

Characteristics of Teacher Educators in Career and Technical Education.
81p. 1mf. L1 ED 458 407

The Teacher Trainer, 2001.

MCAS Technical Report, 1999. Massachusetts Comprehensive Assessment System.
112p. 2mf. L1 ED 459 184

Understanding the 1999 MCAS Student Report for Parents/Guardians. The Massachusetts Comprehensive Assessment System.
11p. 1mf. L1 ED 459 183

Values

Exploring the Relationship between a Small Rural School in Northeast Georgia and Its Community: An Image-Based Study Using Participant-Produced Photographs.
411p. 5mf. L1 ED 459 014

Values Education

Building Character in Schools Resource Guide. The Jossey-Bass Education Series.
159p. 0mf. L3 ED 458 515

Character Education Literacy Kits: Supporting the Home/School Connection.
7p. 1mf. L1 ED 458 638

The Moral Stake in Education: Contested Premises and Practices.
304p. 0mf. L3 ED 459 180

Teaching Virtues: Building Character across the Curriculum. A Scarecrow Education Book.
182p. 2mf. L1 ED 459 015

Verbal Abuse

Zero Indifference: A How-To Guide for Ending Name-Calling in Schools.
16p. 1mf. L1 ED 459 297

Verbal Communication

Geometric Foundation and Quantification of the Flow in a Verbal Expression.
29p. 1mf. L1 ED 459 193

Veterans

Lessons of Liberty: Veterans Day 2001 Teacher's Guide.
20p. 1mf. L1 ED 459 109

Veterans' Employment and Training Service: Flexibility and Accountability Needed To Improve Service to Veterans. Report to the Chairman, Subcommittee on Oversight and Investigations, Committee on Veterans' Affairs, House of Representatives.
40p. 1mf. L1 ED 458 399

Videotape Recordings

Improving Student Teachers' Reflection and Personal Practical Knowledge.
15p. 1mf. L1 ED 459 146

Vietnamese People

Repositioned Lives: Language, Ethnicity, and Narrative Identity among Chinese-Vietnamese Community College Students in Los Angeles' San Gabriel Valley.
421p. 5mf. L2 ED 458 796

Violence

The Challenges of Gangs and Youth Violence in the Schools. Fourth CCBD Mini-Library Series: Addressing the Diverse Needs of Children and Youth with Emotional/Behavioral Disorders--Programs That Work.
54p. 1mf. L2 ED 458 773

Date Violence and Rape among Adolescents: Associations with

```
* WORK ORDER#:1047958  * OPER:LXB * DATE:04/29/02 * VOL:              */INSIDX01
* RESTART:FICHE     5     5 CKPT:    10         4    11   0   1   0  0                    /INSIDX01
```

A&E Network, New York, NY.

Save Our History. America's Most Endangered, 2001. Videotape and The Idea Book for Educators.
0p. 0mf. L3 ED 459 119

Academy of Sciences, Moscow (Russia).

Adult Education and Indigenous Peoples in Russia. International Survey on Adult Education for Indigenous Peoples. Country Study: Russia.
77p. 1mf. L1 ED 458 369

Achieve, Inc., Washington, DC.

Dropping out of High School: The Role of School Organization and Structure.
44p. 1mf. L1 ED 458 694

Measuring Up: A Standards and Assessment Benchmarking Report for Massachusetts.
55p. 1mf. L1 ED 459 192

National Education Summit, 2001 Briefing Book.
63p. 1mf. L1 ED 459 293

ACT, Inc., Iowa City, IA.

Judging Evidence of the Validity of the National Assessment of Educational Progress Achievement Levels.
40p. 1mf. L1 ED 459 212

Adult Literacy and Numeracy Australian Research Consortium, Melbourne (Victoria). Victorian Centre.

Policies and Pedagogies for Lifelong Literacy: International Perspectives for the 21st Century. Project No. 2, 2000 Report.
66p. 1mf. L1 ED 458 374

Adult Literacy and Numeracy Australian Research Consortium, Nathan. Queensland Centre.

Seeding Literacy: Adult Educators Research Their Practice.
111p. 2mf. L1 ED 458 375

Adult Multicultural Education Services, Melbourne (Australia).

Certificates in English Language Literacies (CELL). Adult Education in the Community.
126p. 2mf. L1 ED 458 835

Adult, Community, and Further Education Board, Melbourne (Australia).

Certificates in English Language Literacies (CELL). Adult Education in the Community.
126p. 2mf. L1 ED 458 835

Marketing ACE in Victoria.
60p. 1mf. L1 ED 458 373

Advocates for Community-Based Training and Education for Women,

```
* WORK ORDER#: 1047958  * OPER: LXB * DATE: 04/29/02 * VOL:            */INSIDX01
* RESTART: FICHE     5     5 CKPT:    10        4    11   0   1   0  0                /INSIDX01
```

Heritage Languages in America: Preserving a National Resource. Language in Education: Theory and Practice.
332p. 4mf. L1 ED 458 809

Department for International Development, London (England).

The Challenge of Universal Primary Education: Strategies for Achieving the International Development Targets.
48p. 1mf. L1 ED 459 007

The Effectiveness of Teacher Resource Centre Strategy. Full Report. Education Research.
259p. 3mf. L1 ED 459 149

Health & HIV/AIDS Education in Primary & Secondary Schools in Africa & Asia. Policies, Practice & Potential: Case Studies from Pakistan, India, Uganda, Ghana. Education Research.
109p. 2mf. L1 ED 458 458

In-Service Support for a Technological Approach to Science Education. Education Research. Report.
57p. 1mf. L1 ED 459 061

Learning To Compete: Education, Training & Enterprise in Ghana, Kenya & South Africa. Education Research.
114p. 2mf. L1 ED 458 418

Multi-Grade Teaching: A Review of Research and Practice. Education Research.
74p. 1mf. L1 ED 459 042

Teacher Job Satisfaction in Developing Countries. Educational Research Supplemental Series (G).
21p. 1mf. L1 ED 459 150

Department of Education, Washington, DC.

En sus marcas--Listos--A leer! Para las familias: Actividades de lenguaje para la primera infancia y ninez entre el nacimiento y los 5 anos. El reto: A leer, America! (Ready--Set--Read! For Families: Early Childhood Language Activities for Children from Birth through Age Five. America Reads Challenge).
105p. 2mf. L1 ED 458 574

En sus marcas--Listos--A leer! Para los cuidadores de ninos pequenos: Actividades de lenguaje para la primera infancia y ninez entre el nacimiento y los 5 anos. El reto: A leer, America! (Ready--Set--Read! For Caregivers: Early Childhood Language Activities for Children from Birth through Age Five. America Reads Challenge).
109p. 2mf. L1 ED 458 573

Put Reading First: Helping Your Child Learn To Read. A Parent Guide. Preschool through Grade 3.
9p. 1mf. L1 ED 458 535

Department of Education, Washington, DC. Office of the Secretary.

Guide to U.S. Department of Education Programs, 2001.
365p. 4mf. L1 ED 458 679

Department of Education, Washington, DC. Student Financial Assistance.

* WORK ORDER#: 1047958 * OPER: LXB * DATE: 04/29/02 * VOL: */INSIDX01
* RESTART: FICHE 5 5 CKPT: 10 4 11 0 1 0 0 /INSIDX01

105p. 2mf. L1 ED 458 721

International Bureau of Education, Paris (France).

Capacity-Building for Curriculum Specialists in East and South-East Asia. Final Report of the Training Seminar (Bangkok, Thailand, December 12-16, 2000).
51p. 1mf. L1 ED 458 720

International Business Machines Corp., Poughkeepsie, NY.

"Career Explorations": An IBM Outreach Program for High School Students and "From College To Career": An IBM Outreach Program for College Students.
63p. 1mf. L1 ED 458 500

International Reading Association, Newark, DE.

Access for All: Closing the Book Gap for Children in Early Education.
101p. 2mf. L1 ED 458 569

Classics in Literacy Education: Historical Perspectives for Today's Teachers.
147p. 2mf. L1 ED 458 568

Early Literacy Instruction in Kindergarten.
110p. 2mf. L1 ED 458 590

Guided Comprehension: A Teaching Model for Grades 3-8.
310p. 4mf. L1 ED 458 563

Supporting Struggling Readers and Writers: Strategies for Classroom Intervention 3-6.
264p. 0mf. L3 ED 458 548

Working Together: Reading and Writing in Inclusive Classrooms.
181p. 2mf. L1 ED 458 599

Iowa State Dept. of Public Health, Des Moines.

Promoting Healthy Youth, Schools, and Communities: A Guide to Community-School Health Advisory Councils.
168p. 2mf. L1 ED 459 140

James Cook Univ. of North Queensland, Townsville (Australia). Rural Education, Research and Development Centre.

School at the Centre (SatC): A Pilot Project in North Queensland. Report One: Completion of Phase One, the US Visit and Visits to Australian Schools.
156p. 2mf. L1 ED 459 025

A Whole Community Approach to Otitis Media--Reducing Its Incidence and Effects. Report.
62p. 1mf. L1 ED 459 024

Japan-United States Educational Commission.

Developing Psycho-Educational Groups for Japanese High Schools.
35p. 1mf. L1 ED 458 460

Johns Hopkins Univ., Baltimore, MD. Inst. for the Academic Advancement of Youth.

```
* WORK ORDER#:1047958  * OPER:LXB * DATE:04/29/02 * VOL:              */INSIDX01
* RESTART:FICHE     5     5 CKPT:   10         4    11   0   1   0  0              /INSIDX01
```

62p. 1mf. L1 ED 458 536

Success for All and Comprehensive School Reform: Evidence-Based Policies for Urban Education.
41p. 1mf. L1 ED 459 301

Office of Postsecondary Education (ED), Washington, DC. Student Financial Assistance Programs.

Federal Student Aid, 1997. CD-ROM .
0p. 0mf. L3 ED 458 860

Office of Public Affairs (ED), Washington, DC.

Guide to U.S. Department of Education Programs, 2001.
365p. 4mf. L1 ED 458 679

Ohio State Dept. of Education, Columbus. Div. of Career-Technical and Adult Education.

Dental Assistant. FasTrak Specialization Integrated Technical and Academic Competency (ITAC). Revised.
13p. 1mf. L1 ED 458 376

Drafting. FasTrak Specialization Integrated Technical and Academic Competency (ITAC). Revised.
9p. 1mf. L1 ED 458 377

Electrical Trades. FasTrak Specialization Integrated Technical and Academic Competency (ITAC). Revised.
10p. 1mf. L1 ED 458 378

Electronics. FasTrak Specialization Integrated Technical and Academic Competency (ITAC). Revised.
11p. 1mf. L1 ED 458 379

Graphic Communications. FasTrak Specialization Integrated Technical and Academic Competency (ITAC). Revised.
12p. 1mf. L1 ED 458 380

Nurse Assistant. FasTrak Specialization Integrated Technical and Academic Competency (ITAC). Revised.
17p. 1mf. L1 ED 458 381

Practical Nursing. FasTrak Specialization Integrated Technical and Academic Competency (ITAC). Revised.
16p. 1mf. L1 ED 458 382

Visual Communications Art. FasTrak Specialization Integrated Technical and Academic Competency (ITAC). Revised.
12p. 1mf. L1 ED 458 383

Oklahoma State Dept. of Libraries, Oklahoma City.

Yoga Asanas for the Relief and Prevention of Carpal Tunnel Syndrome.
8p. 1mf. L1 ED 459 162

Ontario Inst. for Studies in Education, Toronto. New Approaches to Lifelong Learning.

Informal/Formal Learning and Workload among Ontario Secondary School Teachers. NALL Working Paper.
42p. 1mf. L1 ED 459 170

```
* WORK ORDER#:1047958  * OPER:LXB * DATE:04/29/02 * VOL:         */INSIDX01
* RESTART:FICHE     5    5 CKPT:    10         4    11   0   1   0  0            /INSIDX01
```

Series.
17p. 1mf. L1 ED 459 135

Turkey: Secondary Education and Training. Secondary Education Series.
19p. 1mf. L1 ED 459 134

Yale Univ., New Haven, CT. Economic Growth Center.

School Subsidies for the Poor: Evaluating the Mexican Progresa Poverty Program. Center Discussion Paper.
84p. 1mf. L1 ED 459 046

Toronto (Ontario).

Access Diminished: A Report on Women's Training and Employment Services in Ontario.
35p. 1mf. L1 ED 458 394

Choosing Training?
38p. 1mf. L1 ED 458 395

AEL, Inc., Charleston, WV.

Evaluating the Use of Student and Parent GEAR UP Survey Summaries in a Rural, Nine-County Region.
19p. 1mf. L1 ED 459 041

School-Community Connections: A Literature Review.
63p. 1mf. L1 ED 459 047

Afterschool Alliance, Washington, DC.

Afterschool Alert: Poll Report No.3. A Report of Findings from a June 2000 Poll of Registered Voters.
8p. 1mf. L2 ED 458 931

Akron Univ., OH.

UA Key Student Outcomes Indicators: A Comparative Analysis of Alumni Survey Responses by Survey Year Cohort & College, 1997-2000.
181p. 2mf. L1 ED 459 203

Alabama State Dept. of Education, Montgomery.

Today's Students, Tomorrow's Citizens: Pathways for Learning, Language and Reading Comprehension. Alabama High School Graduation Exam.
322p. 4mf. L1 ED 458 532

Alaska Federation of Natives, Anchorage.

Sharing Our Pathways: A Newsletter of the Alaska Rural Systemic Initiative, 2001.
86p. 1mf. L1 ED 459 035

Alaska State Dept. of Education and Early Development, Juneau.

Building Blocks: The Next Steps for Supporting Alaska's Young Children and Their Families.
39p. 1mf. L1 ED 458 999

Alaska State Dept. of Health and Social Services, Anchorage.

Building Blocks: The Next Steps for Supporting Alaska's Young Children and Their Families.
39p. 1mf. L1 ED 458 999

Alaska Univ., Fairbanks. Alaska Native Knowledge Network.

Sharing Our Pathways: A Newsletter of the Alaska Rural Systemic Initiative, 2001.
86p. 1mf. L1 ED 459 035

Alberta Learning, Edmonton. Curriculum Standards Branch.

Funding Your Education: 2002/2003.
21p. 1mf. L1 ED 458 859

Guia para estudiantes: Ayuda economica, 2002-2003 (The Student Guide: Financial Aid, 2002-2003).
45p. 1mf. L1 ED 458 867

The Student Guide: Financial Aid, 2002-2003.
41p. 1mf. L1 ED 458 858

Department of Justice, Washington, DC. Office of Juvenile Justice and Delinquency Prevention.

Animal Abuse and Youth Violence. Juvenile Justice Bulletin.
17p. 1mf. L1 ED 458 503

Department of Veterans Affairs, Washington, DC.

Lessons of Liberty: Veterans Day 2001 Teacher's Guide.
20p. 1mf. L1 ED 459 109

DeWitt Wallace/Reader's Digest Fund, Pleasantville, NY.

Professional Communities and the Work of High School Teaching.
192p. 0mf. L3 ED 459 157

District of Columbia Univ., Washington, DC. Center for Applied Research and Urban Policy.

District of Columbia Early Care and Education Strategic Plan.
63p. 1mf. L1 ED 458 987

Durham Univ. (England). Curriculum, Evaluation, and Management Centre.

Ways forward with ICT: Effective Pedagogy Using Information and Communications Technology for Literacy and Numeracy in Primary Schools.
129p. 2mf. L1 ED 458 652

Durham Univ. (England). Foundation for Small and Medium Enterprise Development.

Entrepreneurial Training for the Growth of Small and Medium-Sized Enterprises: Lessons from Central and Eastern Europe. Report.
159p. 2mf. L1 ED 458 432

Early Childhood Association of Florida, Inc., Sarasota.

Activities That Build the Young Child's Brain.
88p. 1mf. L1 ED 458 941

Edinburgh Univ. (Scotland). Centre for Educational Sociology.

Variation across Schools in Young People's Transitions: A Comparative Perspective. CES Briefing.
6p. 1mf. L1 ED 459 114

What Happened to the Consensus on Higher Still? CES Briefing.
6p. 1mf. L1 ED 459 115

Education Africa, Gauteng, South Africa.

Helping To Establish a Culture of Learning and Teaching in South

Imagine...Opportunities and Resources for Academically Talented Youth.
183p. 2mf. L2 ED 458 751

Joseph Rowntree Foundation, York (England).

Youth Unemployment in Rural Areas. Work and Opportunity Series.
57p. 1mf. L2 ED 459 012

Jyvaskyla Univ. (Finland). Dept. of Teacher Education.

Consensus or Compromise? Making the School-Based Curricula in Lower-Level Comprehensive Schools in Finland. Research Report .
101p. 2mf. L2 ED 459 030

Kansas Action for Children, Inc., Topeka.

Quest for Excellence: The Future of Early Child Care in Kansas.
29p. 1mf. L1 ED 458 976

Karolinska Inst., Stockholm (Sweden).

Reading and Writing Difficulties--A Problem? EMIR Education and Research.
84p. 1mf. L1 ED 458 542

Kent State Univ., OH. Ohio Literacy Resource Center.

Buying a Car: Using On-Line Tools. Technology Update.
17p. 1mf. L1 ED 458 391

Using Rubrics. Teacher to Teacher.
5p. 1mf. L1 ED 458 392

Kids Count in Michigan, Lansing.

Kids Count in Michigan Data Book, 2001: County Profiles of Child and Family Well-Being.
426p. 5mf. L1 ED 458 978

Lane Community Coll., Eugene, OR.

Lane Community College Student Follow-Up Study, Spring 2001. 1999-2000 Students: One Year Later.
98p. 2mf. L1 ED 458 908

Language Australia, Melbourne (Victoria). Adult Education Resource and Information Service.

Certificates in English Language Literacies (CELL). ARIS Information Sheet.
6p. 1mf. L1 ED 458 836

Los Angeles Educational Partnership, CA.

Professional Communities and the Work of High School Teaching.
192p. 0mf. L3 ED 459 157

Lund Univ. (Sweden). Cognitive Science Research.

Geometric Foundation and Quantification of the Flow in a Verbal Expression.
29p. 1mf. L1 ED 459 193

Teacher Learning, Informal and Formal: Results of a Canadian Teachers' Federation Survey. NALL Working Paper.
26p. 1mf. L1 ED 459 169

Organisation for Economic Cooperation and Development, Paris (France).

What Schools for the Future? Education and Skills.
246p. 3mf. L1 ED 458 717

Pacific Research Inst. for Public Policy, San Francisco, CA.

School Accountability and Teacher Training. Briefing.
11p. 1mf. L1 ED 459 159

Pacific Resources for Education and Learning, Honolulu, HI.

A Practitioner's Guide to School Community Based Management (SCBM).
11p. 1mf. L1 ED 458 680

Retention and Attrition of Pacific School Teachers and Administrators (RAPSTA) Study: A Compilation of Reports. Research Series.
216p. 3mf. L1 ED 458 701

Retention and Attrition of Pacific School Teachers and Administrators (RAPSTRA) Study: Commonwealth of the Northern Mariana Islands (CNMI). Research Series.
36p. 1mf. L1 ED 458 702

Pelavin Associates, Inc., Washington, DC.

Survey of State Correctional Education Systems: Analysis of Data from 1992 Field Test.
106p. 2mf. L1 ED 459 210

Using Correctional Education Data: Issues and Strategies.
57p. 1mf. L1 ED 459 211

Pelavin Research Inst., Washington, DC.

SCANS-Related, Project-Based Instruction and Learning in Adult Education: A Professional Development Packet.
117p. 2mf. L1 ED 458 416

Pennsylvania State Univ., University Park.

Fifteen Years Later: An Investigation of the Long-Term Outcomes of Augmentative and Alternative Communication Interventions.
154p. 2mf. L1 ED 458 727

Pennsylvania Univ., Philadelphia. National Center on Fathers and Families.

Children and Families in Urban Schools and Communities Roundtable (Philadelphia, Pennsylvania, November 30-December 1, 2000). Fathers and Families Second-Tier Roundtable Series.
37p. 1mf. L1 ED 459 298

Phi Delta Kappa, Bloomington, IN. Center on Evaluation, Development, and Research.

The Common Curriculum Framework for International Languages: Six-Year Program (Grade 7 to Grade 12). Western Canadian Protocol for Collaboration in Basic Education, Alberta Version.
78p. 1mf. L1 ED 458 799

American Civil Liberties Union of Michigan, Detroit.

What Schools Need To Know: LGBT Students and the Law.
15p. 1mf. L1 ED 459 295

American Council on Education, Washington, DC. HEATH Resource Center.

College Freshmen with Disabilities, 2001: A Biennial Statistical Profile.
45p. 1mf. L1 ED 458 728

HEATH National Resource Directory on Postsecondary Education and Disability, 2001.
52p. 1mf. L1 ED 458 729

The Student with a Brain Injury: Achieving Goals for Higher Education.
18p. 1mf. L1 ED 458 730

American Counseling Association, Alexandria, VA.

Counseling African American Families. The Family Psychology and Counseling Series.
110p. 2mf. L2 ED 458 514

Counselors Finding Their Way.
260p. 3mf. L2 ED 458 479

American Federation of Labor and Congress of Industrial Organizations, Washington, DC. Working for America Inst.

High Road Partnerships Report: Innovations in Building Good Jobs and Strong Communities.
43p. 1mf. L1 ED 458 355

American Federation of Teachers, Washington, DC. Federation of Nurses and Health Professionals.

The State of the Health Care Workforce, 2000.
83p. 1mf. L1 ED 458 404

American Federation of Teachers, Washington, DC. Research Dept.

The State of the Health Care Workforce, 2000.
83p. 1mf. L1 ED 458 404

American Foundation for the Blind, New York, NY.

AFB Directory of Services for Blind and Visually Impaired Persons in the United States and Canada. 26th Edition.
823p. 0mf. L3 ED 458 731

American Library Association, Chicago, IL. Association of College and Research Libraries.

Travel, Sabbatical, and Study Leave Policies in College Libraries. CLIP Note.
110p. 0mf. L3 ED 458 881

Africa. Education Africa Forum. Second Edition.
0p. 0mf. L3 ED 459 143

Education Development Center, Inc., Newton, MA.

What Is Really Changing When Schools Restructure? Views from Four School Districts. Reports and Papers in Progress.
16p. 1mf. L2 ED 458 672

Education Development Center, Newton, MA. National Inst. for Urban School Improvement.

On Infusing Disability Studies into the General Curriculum. On Point...Brief Discussions of Critical Issues in Urban Education.
16p. 1mf. L1 ED 458 737

Education Trust, Washington, DC.

Real Results, Remaining Challenges: The Story of Texas Education Reform.
37p. 1mf. L1 ED 459 191

State Summary of Alabama. Ed Watch Online.
27p. 1mf. L1 ED 459 221

State Summary of Alaska. Ed Watch Online.
27p. 1mf. L1 ED 459 222

State Summary of Arizona. Ed Watch Online.
27p. 1mf. L1 ED 459 223

State Summary of Arkansas. Ed Watch Online.
27p. 1mf. L1 ED 459 224

State Summary of California. Ed Watch Online.
27p. 1mf. L1 ED 459 225

State Summary of Colorado. Ed Watch Online.
27p. 1mf. L1 ED 459 226

State Summary of Connecticut. Ed Watch Online.
27p. 1mf. L1 ED 459 227

State Summary of Delaware. Summaries. Ed Watch Online.
27p. 1mf. L1 ED 459 228

State Summary of District of Columbia. Ed Watch Online.
27p. 1mf. L1 ED 459 229

State Summary of Florida. Ed Watch Online.
27p. 1mf. L1 ED 459 230

State Summary of Georgia. Ed Watch Online.
27p. 1mf. L1 ED 459 231

State Summary of Hawaii. Ed Watch Online.
27p. 1mf. L1 ED 459 232

State Summary of Idaho. Ed Watch Online.
27p. 1mf. L1 ED 459 233

State Summary of Illinois. Ed Watch Online.
27p. 1mf. L1 ED 459 234

Maine State Dept. of Behavioral and Developmental Services, Augusta.

What Can Happen to Abused Children When They Grow Up--If No One Notices, Listens or Helps? Some Statistics from the Research.
18p. 1mf. L1 ED 458 451

Maine State Dept. of Education, Augusta.

Rules for School Construction Projects.
21p. 1mf. L1 ED 458 783

A Solid Foundation: Supportive Contexts for Early Literacy Programs in Maine Schools.
90p. 1mf. L1 ED 458 537

Maine Univ., Orono. Coll. of Education.

Maine Reading Recovery R : State Report & Evaluation, 1998-2000.
45p. 1mf. L1 ED 458 522

Manhattan Inst., New York, NY. Center for Civic Innovation.

School Choice and Government Reform: Pillars of an Urban Renaissance. Civic Bulletin.
13p. 1mf. L1 ED 459 285

Manpower Demonstration Research Corp., New York, NY.

Promoting Employment in Public Housing Communities: Learning from the Jobs-Plus Demonstration. Policy Brief.
8p. 1mf. L1 ED 458 390

Maryland State Dept. of Education, Baltimore.

Children Entering School Ready To Learn: School Readiness Baseline Information. Final Report. School Year 2000-01 by State and County.
116p. 2mf. L1 ED 458 939

Maryland State Higher Education Commission, Annapolis.

College Performance of New Maryland High School Graduates: Student Outcome and Achievement Report.
51p. 1mf. L1 ED 458 857

Performance Accountability Report, 2001: Maryland Public Colleges and Universities. Volumes 1 and 2.
497p. 6mf. L1 ED 458 852

Massachusetts State Dept. of Education, Boston.

Approved Bilingual Dictionaries for Use on the MCAS by Students with Limited English Proficiency.
16p. 1mf. L1 ED 458 797

Guide to Interpreting the 1999 MCAS Reports for Schools and Districts. Massachusetts Comprehensive Assessment System.
59p. 1mf. L1 ED 459 185

MCAS Technical Report, 1999. Massachusetts Comprehensive Assessment System.
112p. 2mf. L1 ED 459 184

Assessing Inclusion: Strategies for Success. Hot Topics Series.
271p. 0mf. L3 ED 458 744

Philadelphia Citizens for Children and Youth, PA.

Financing Child Care in the United States: An Expanded Catalog of Current Strategies. 2001 Edition.
194p. 2mf. L1 ED 458 932

Primary English Teaching Association, Marrickville (Australia).

Multilingual Literacies in the Primary Classroom: Making the Connections.
10p. 1mf. L1 ED 458 824

Primary English Teaching Association, Newtown (Australia).

More than a Sound a Week.
9p. 1mf. L1 ED 458 609

Write Me In: Inclusive Texts in the Primary Classroom.
124p. 2mf. L1 ED 458 607

Progressive Policy Inst., Washington, DC.

School Construction. Policy Report.
12p. 1mf. L1 ED 458 785

Transitional Jobs: A Bridge into the Workforce for Hard-To-Employ Welfare Recipients. Policy Brief.
12p. 1mf. L1 ED 458 401

Public Agenda Foundation, New York, NY.

Alcohol: Controlling the Toxic Spill. An Issue Book for National Issues Forums.
33p. 1mf. L1 ED 459 126

Public Health Service (DHHS), Rockville, MD.

Adventures in Parenting: How Responding, Preventing, Monitoring, Mentoring, and Modeling Can Help You Be a Successful Parent.
68p. 1mf. L1 ED 459 011

Public/Private Ventures, Philadelphia, PA.

Community Change for Youth Development in Kansas City: A Case Study of How a Traditional Youth-Serving Organization (YMCA) Becomes a Community Builder.
27p. 1mf. L1 ED 459 304

Deepening Disparity: Income Equality in New York City.
9p. 1mf. L1 ED 459 306

Gearing Up: An Interim Report on the Sectoral Employment Initiative.
36p. 1mf. L1 ED 458 396

RAND Health, Santa Monica, CA.

School Violence Prevention Testimony. Presented to the California State Assembly Select Committee on School Safety.
13p. 1mf. L2 ED 458 677

When Change Is Set in Stone: An Analysis of Seven Academic Libraries Designed by Perry Dean Rogers & Partners, Architects.
103p. 0mf. L3 ED 458 876

American Montessori International of the United States, Inc., Rochester, NY.

Freedom & Responsibility: A Glorious Counterpoint. AMI/USA Conference (Boston, Massachusetts, July 20-23, 2000).
115p. 2mf. L1 ED 458 968

Grace and Courtesy: A Human Responsibility. AMI/USA Conference (Oak Brook, Illinois, July 23-26, 1998).
137p. 2mf. L1 ED 458 967

American Psychological Association, Washington, DC.

Measuring Counselor Competence with Lesbian/Gay/Bisexual Clients: Implications for Multicultural Training.
15p. 1mf. L1 ED 458 454

Necessary but Not Sufficient: The Respective Roles of Single and Multiple Influences on Individual Development.
439p. 0mf. L3 ED 458 964

American Society for Information Science, Washington, DC.

ASIST 2001: Information in a Networked World--Harnessing the Flow. Proceedings of the ASIST Annual Meeting (64th, Washington, DC, November 3-8, 2001).
694p. 0mf. L3 ED 458 885

American Youth Policy Forum, Washington, DC.

A Guide for the Powerless and Those Who Don't Know Their Own Power: A Primer on the American Political Process.
65p. 1mf. L1 ED 459 088

Higher Learning=Higher Earnings: What You Need To Know about College and Careers.
17p. 1mf. L1 ED 458 440

Amnesty International USA, New York, NY.

Lesbian, Gay, Bisexual, and Transgender Rights: A Human Rights Perspective. Human Rights Education Series, Topic Book.
119p. 2mf. L2 ED 459 127

Andrew W. Mellon Foundation, New York, NY.

Professional Communities and the Work of High School Teaching.
192p. 0mf. L3 ED 459 157

APPA: Association of Higher Education Facilities Officers, Alexandria, VA.

APPA Custodial Operation Self-Analysis Program.
14p. 1mf. L2 ED 458 786

Arizona Commission of Indian Affairs, Phoenix.

Tribal-State Partnerships: Assuring Success in Indian Education. Report of the Arizona Indian Town Hall (20th, Phoenix, Arizona,

State Summary of Indiana. Ed Watch Online.
27p. 1mf. L1 ED 459 235

State Summary of Iowa. Ed Watch Online.
27p. 1mf. L1 ED 459 236

State Summary of Kansas. Ed Watch Online.
27p. 1mf. L1 ED 459 237

State Summary of Kentucky. Ed Watch Online.
27p. 1mf. L1 ED 459 238

State Summary of Louisiana. Ed Watch Online.
27p. 1mf. L1 ED 459 239

State Summary of Maine. Ed Watch Online.
27p. 1mf. L1 ED 459 240

State Summary of Maryland. Ed Watch Online.
27p. 1mf. L1 ED 459 241

State Summary of Massachusetts. Ed Watch Online.
27p. 1mf. L1 ED 459 242

State Summary of Michigan. Ed Watch Online.
27p. 1mf. L1 ED 459 243

State Summary of Minnesota. Ed Watch Online.
27p. 1mf. L1 ED 459 244

State Summary of Mississippi. Ed Watch Online.
27p. 1mf. L1 ED 459 245

State Summary of Missouri. Ed Watch Online.
27p. 1mf. L1 ED 459 246

State Summary of Montana. Ed Watch Online.
27p. 1mf. L1 ED 459 247

State Summary of Nebraska. Ed Watch Online.
27p. 1mf. L1 ED 459 248

State Summary of Nevada. Ed Watch Online.
27p. 1mf. L1 ED 459 249

State Summary of New Hampshire. Ed Watch Online.
27p. 1mf. L1 ED 459 250

State Summary of New Jersey. Ed Watch Online.
27p. 1mf. L1 ED 459 251

State Summary of New Mexico. Ed Watch Online.
27p. 1mf. L1 ED 459 252

State Summary of New York. Ed Watch Online.
27p. 1mf. L1 ED 459 253

State Summary of North Carolina. Ed Watch Online.
27p. 1mf. L1 ED 459 254

State Summary of North Dakota. Ed Watch Online.
27p. 1mf. L1 ED 459 255

State Summary of Ohio. Ed Watch Online.

Understanding the 1999 MCAS Student Report for Parents/Guardians. The Massachusetts Comprehensive Assessment System.
11p. 1mf. L1 ED 459 183

Massachusetts State Office of the Inspector General, Boston.

SABIS International Charter School: Management Issues and Recommendations.
56p. 1mf. L1 ED 458 681

Massachusetts Univ., Amherst. School of Education.

Adapting Tests for Use in Multiple Languages and Cultures. Laboratory of Psychometric and Evaluative Research Report.
30p. 1mf. L1 ED 459 207

Michigan League for Human Services, Lansing.

Kids Count in Michigan Data Book, 2001: County Profiles of Child and Family Well-Being.
426p. 5mf. L1 ED 458 978

Michigan State Univ., East Lansing. Michigan Center for Career and Technical Education.

The Internship Experience: Linking the University to the Workplace.
20p. 1mf. L2 ED 458 359

Michigan's Children, Lansing.

Kids Count in Michigan Data Book, 2001: County Profiles of Child and Family Well-Being.
426p. 5mf. L1 ED 458 978

Mid-Continent Research for Education and Learning, Aurora, CO.

Toward a Comprehensive Approach to Teacher Quality. Policy Brief.
13p. 1mf. L1 ED 459 172

Midwest Philosophy of Education Society.

Proceedings of the Midwest Philosophy of Education Society, 1999-2000.
606p. 7mf. L2 ED 459 139

Ministry of Education, Wellington (New Zealand).

Final Report of the Strategic Plan Working Group to the Minister of Education.
52p. 1mf. L1 ED 458 954

Minnesota State Dept. of Children, Families, and Learning, St. Paul.

LEP Parent Involvement Project: A Guide for Connecting Immigrant Parents and Schools.
183p. 2mf. L1 ED 458 831

You Can Help Your Children in School. Videotape .
0p. 0mf. L3 ED 458 832

You Can Talk to Your Child's School. Videotape .

Research and Development Cadre, Honolulu, HI.

Retention and Attrition of Pacific School Teachers and Administrators (RAPSTA) Study: A Compilation of Reports. Research Series.
216p. 3mf. L1 ED 458 701

Retention and Attrition of Pacific School Teachers and Administrators (RAPSTRA) Study: Commonwealth of the Northern Mariana Islands (CNMI). Research Series.
36p. 1mf. L1 ED 458 702

RMC Research Corp., Arlington, VA.

Put Reading First: Helping Your Child Learn To Read. A Parent Guide. Preschool through Grade 3.
9p. 1mf. L1 ED 458 535

Rural School and Community Trust, Randolph, VT.

Rural Policy Matters: A Newsletter of Rural School & Community Action, 2001.
46p. 1mf. L1 ED 459 043

Rural School and Community Trust, Washington, DC.

100 Days of Learning in Place: How a Small School Utilized "Place-Based" Learning To Master State Academic Standards.
13p. 1mf. L1 ED 459 023

Rural Roots: News, Information, and Commentary from the Rural School and Community Trust, 2000-2001.
78p. 1mf. L1 ED 459 036

The Rural School and Community Trust Annual Report, 2001.
17p. 1mf. L1 ED 459 032

Rural Schools on the Prairie Turn to Land for Learning and Inspiration. Rural Trust Featured Project.
13p. 1mf. L1 ED 459 055

Russell Sage Foundation, New York, NY.

The Child Care Problem: An Economic Analysis.
304p. 0mf. L3 ED 458 975

Professional Communities and the Work of High School Teaching.
192p. 0mf. L3 ED 459 157

San Francisco Univ., CA.

Pioneer Mentoring in Teacher Preparation: From the Voices of Women Religious.
195p. 0mf. L3 ED 459 178

Sao Paulo Univ. (Brazil).

Adult Education and Indigenous Peoples in Brazil. International Survey on Adult Education for Indigenous Peoples. Country Study: Brazil.
47p. 1mf. L1 ED 458 365

Saskatchewan Association of Rehabilitation Centres, Saskatoon.

June 20-21, 2000).
7p. 1mf. L1 ED 459 016

Arizona State School Facilities Board, Phoenix.

Minimum School Space Requirements.
11p. 1mf. L1 ED 458 790

Title 7: Education. Chapter 6: School Facilities Board Rules.
40p. 1mf. L1 ED 458 789

Arizona State Univ., Tempe. Morrison Inst. for Public Policy.

Five Shoes Waiting To Drop on Arizona's Future. Arizona Policy Choices.
53p. 1mf. L1 ED 458 699

Association for Career and Technical Education, Alexandria, VA. Agricultural Education Division.

A National Study of the Supply and Demand for Teachers of Agricultural Education in 1996-1998.
56p. 1mf. L1 ED 458 358

Association for Childhood Education International, Olney, MD.

Brain Research and Childhood Education: Implications for Educators.
75p. 1mf. L2 ED 458 943

Association for Supervision and Curriculum Development, Alexandria, VA.

Designing Personalized Learning for Every Student.
146p. 2mf. L2 ED 458 718

A Handbook for Classroom Instruction That Works.
395p. 5mf. L2 ED 459 151

Lessons from Exceptional School Leaders.
147p. 2mf. L2 ED 458 725

The Results Fieldbook: Practical Strategies from Dramatically Improved Schools.
162p. 2mf. L2 ED 458 722

Association of Governing Boards of Universities and Colleges, Washington, DC.

Focusing on the First-Year Student.
18p. 1mf. L2 ED 458 865

Association of Independent California Colleges and Universities, Sacramento.

Educating California's Future Nursing Work Force. Report of the Chancellor of the California Community Colleges, the Chancellor of the California State University, the President of the University of California, and the President of the Association of Independent Colleges and Universities to the Governor and Legislature.
28p. 1mf. L1 ED 458 360

Association of Research Libraries, Washington, DC.

27p. 1mf. L1 ED 459 256

State Summary of Oklahoma. Ed Watch Online.
27p. 1mf. L1 ED 459 257

State Summary of Oregon. Ed Watch Online.
27p. 1mf. L1 ED 459 258

State Summary of Pennsylvania. Ed Watch Online.
27p. 1mf. L1 ED 459 259

State Summary of Rhode Island. Ed Watch Online.
27p. 1mf. L1 ED 459 260

State Summary of South Carolina. Ed Watch Online.
27p. 1mf. L1 ED 459 261

State Summary of South Dakota. Ed Watch Online.
27p. 1mf. L1 ED 459 262

State Summary of Tennessee. Ed Watch Online.
27p. 1mf. L1 ED 459 263

State Summary of Texas. Ed Watch Online.
27p. 1mf. L1 ED 459 264

State Summary of Utah. Ed Watch Online.
27p. 1mf. L1 ED 459 265

State Summary of Vermont. Ed Watch Online.
27p. 1mf. L1 ED 459 266

State Summary of Virginia. Ed Watch Online.
27p. 1mf. L1 ED 459 267

State Summary of Washington. Ed Watch Online.
27p. 1mf. L1 ED 459 268

State Summary of West Virginia. Ed Watch Online.
27p. 1mf. L1 ED 459 269

State Summary of Wisconsin. Ed Watch Online.
27p. 1mf. L1 ED 459 270

State Summary of Wyoming. Ed Watch Online.
27p. 1mf. L1 ED 459 271

Summary of the Nation. Ed Watch Online.
26p. 1mf. L1 ED 459 220

Educational Communication Center, Camp Hill, PA.

School Public Relations Journal, 2001.
182p. 2mf. L2 ED 459 004

Educational Priorities Panel, New York, NY.

Building Aid Shortchanges the Big Cities: The Distribution of Building Aid to New York State School Districts, 1992-1999.
14p. 1mf. L1 ED 458 788

Educational Research Service, Arlington, VA.

What We Know About: Helping Middle and High School Readers--

0p. 0mf. L3 ED 458 833

Minnesota State Office of Environmental Assistance, St. Paul.

Newcomers and the Environment: ESL Textbook with Teaching Guide--Answer Key and ESL Textbook. Advanced Level.
138p. 2mf. L1 ED 458 841

Minnesota Univ., Minneapolis. Center for Advanced Research on Language Acquisition.

Successful Instruction for Literacy-Level Adults. CARLA Working Paper.
71p. 1mf. L1 ED 458 839

Minnesota Univ., Minneapolis. Center for Urban and Regional Affairs.

Our Children's Songs: American Indian Students and the Schools.
8p. 1mf. L1 ED 459 045

A Social Justice Framework for Child Welfare: The Agenda for a New Century. A Summary of Proceedings of the Conference (St. Paul, Minnesota, June 23, 2000).
52p. 1mf. L1 ED 459 286

Minnesota Univ., Minneapolis. Human Rights Resource Center.

The Human Rights Education Handbook: Effective Practices for Learning, Action, and Change. Human Rights Education Series, Topic Book.
172p. 2mf. L2 ED 459 128

Lesbian, Gay, Bisexual, and Transgender Rights: A Human Rights Perspective. Human Rights Education Series, Topic Book.
119p. 2mf. L2 ED 459 127

Mission Coll., Santa Clara, CA.

Mission College Educational and Facilities Master Plan.
573p. 6mf. L1 ED 458 929

Mission College Institutional Self-Study in Support of Reaffirmation of Accreditation.
244p. 3mf. L1 ED 458 913

Missouri Music Educators Association.

Missouri Journal of Research in Music Education, 1972-1976.
539p. 6mf. L1 ED 459 093

Missouri Journal of Research in Music Education, 1977-1981.
554p. 6mf. L1 ED 459 094

Missouri Journal of Research in Music Education, 1982-1988.
650p. 7mf. L1 ED 459 095

Missouri Journal of Research in Music Education, 1989-1994.
522p. 6mf. L1 ED 459 096

Missouri Journal of Research in Music Education, 1995-2000.
421p. 5mf. L1 ED 459 097

Missouri State Dept. of Education, Jefferson City.

SARC Literacy Activities Handbook: Supporting Literacy for People with Intellectual/Developmental Challenges.
412p. 5mf. L1 ED 458 386

Saskatchewan Inst. of Applied Science and Technology, Saskatoon.

Saskatchewan Urban Training Needs Assessment Report, 2000.
105p. 2mf. L1 ED 458 918

SIAST Leavers Study, 1998-99: Why Do Our Students Leave?
53p. 1mf. L1 ED 458 919

Save the Children, Westport, CT.

A Century for Children...It Starts with Us. Save the Children 2000 Annual Report.
55p. 1mf. L1 ED 458 963

Meeting the Need. Save the Children 1999 Annual Report.
45p. 1mf. L1 ED 458 962

State of the World's Newborns: A Report from Saving Newborn Lives.
59p. 1mf. L1 ED 458 972

Second Nature, Inc., Boston, MA.

Education for Sustainability: The Need for a New Human Perspective.
13p. 1mf. L1 ED 459 069

SERVE: SouthEastern Regional Vision for Education.

Milestones in Rural Education, 1950-2000. A SERVE Special Report.
10p. 1mf. L1 ED 459 057

Social Policy Research Associates, Menlo Park, CA.

Developing Effective Linkages between Job Corps and One-Stop Systems: A Technical Assistance Guide.
68p. 1mf. L1 ED 458 421

Overview of State Certification/Chartering Criteria for One-Stop Career Centers. Matrices and Final Narrative.
147p. 2mf. L1 ED 458 372

Partnering for Quality under the Workforce Investment Act: A Tool Kit for One-Stop System Building. Module 1: Reviewing System-Building Progress and Developing a Blueprint for WIA Transition. Trainer Manual with Participant Workbook.
110p. 2mf. L1 ED 458 422

Partnering for Quality under the Workforce Investment Act: A Tool Kit for One-Stop System Building. Module 2: Partnering and Organizational Change. Trainer Manual with Participant Workbook.
149p. 2mf. L1 ED 458 423

Partnering for Quality under the Workforce Investment Act: A Tool Kit for One-Stop System Building. Module 3: Collecting and Using Customer Feedback. Trainer Manual with Participant Workbook.
124p. 2mf. L1 ED 458 424

Partnering for Quality under the Workforce Investment Act: A Tool Kit for One-Stop System Building. Module 4: Designing a System for the Delivery of Integrated Services. Trainer Manual with

ARL: A Bimonthly Newsletter of Research Library Issues and Actions, 2001.
90p. 1mf. L1 ED 458 891

Association of School Business Officials International, Reston, VA.

Athletic Liability: Managing Liability in Athletics and Physical Education.
99p. 2mf. L2 ED 458 719

Association of Science-Technology Centers, Washington, DC.

YouthALIVE! From Enrichment to Employment: The YouthALIVE! Experience.
72p. 1mf. L1 ED 459 072

Australian Coll. of Education, Deakin.

Education for 2001 and Beyond: Imperatives and Possibilities. Outcomes from the ACE "Education 2000" International Conference.
65p. 1mf. L1 ED 458 691

Australian Council for Educational Research, Victoria.

Summing Up: Australian Numeracy Performances, Practices, Programs and Possibilities.
42p. 1mf. L2 ED 459 058

Australian Early Childhood Association, Inc., Watson.

Every Child: The Magazine of the Australian Early Childhood Association, Inc., 2000.
146p. 2mf. L2 ED 458 986

FUNdamental Movement in Early Childhood.
25p. 1mf. L2 ED 458 984

I Want To Know...? Learning about Science.
25p. 1mf. L2 ED 458 983

When Things Go Wrong: Managing Critical Incidents in Children's Services.
25p. 1mf. L2 ED 458 985

Baltimore County Public Library, Towson, MD.

Diversity in the Library: A Way of Life. Videotape .
0p. 0mf. L3 ED 458 878

Bernard Van Leer Foundation, The Hague (Netherlands).

Early Childhood Matters: The Bulletin of the Bernard van Leer Foundation, 2001.
330p. 4mf. L1 ED 458 971

Brandeis Univ., Waltham, MA. Food Security Inst.

Household Food Security Study Summaries. 2001 Edition.
103p. 2mf. L2 ED 458 961

British Columbia Council on Admissions and Transfer, Vancouver.

Teaching and Learning Strategies across the Curriculum.
80p. 0mf. L3 ED 458 550

Educational Resources Information Center (ED), Washington, DC.

Resources in Education (RIE). Volume 37, Number 4.
p. 0mf. L2 ED 458 353

Environmental Working Group, Washington, DC.

Poisoned Playgrounds: Arsenic in "Pressure-Treated" Wood.
21p. 1mf. L1 ED 458 787

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.

Achieving Life Balance: Myths, Realities, and Developmental Perspectives. Information Series.
46p. 1mf. L1 ED 458 420

A Framework for Defining and Assessing Occupational and Training Standards in Developing Countries. Information Series.
67p. 1mf. L1 ED 458 419

ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.

Staying Innovative and Change-Focused in the New Economy. A Collection of Special Papers Generated for the 2001 International Career Development Conference (Seattle, Washington, November 7-11, 2001).
142p. 2mf. L1 ED 458 482

ERIC Clearinghouse on Disabilities and Gifted Education, Arlington, VA.

Access to the General Education Curriculum for Students with Disabilities. ERIC Digest.
4p. 1mf. L1 ED 458 735

Readings about Children and Youth with Learning Disabilities. ERIC Mini-Bib.
4p. 1mf. L1 ED 458 754

ERIC Clearinghouse on Disabilities and Gifted Education, Arlington, VA. ERIC/OSEP Special Project.

Research on Full-Service Schools and Students with Disabilities. ERIC/OSEP Digest.
4p. 1mf. L1 ED 458 749

ERIC Clearinghouse on Educational Management, Eugene, OR.

Leadership for Accountability.
5p. 1mf. L1 ED 458 673

ERIC Clearinghouse on Elementary and Early Childhood Education, Champaign, IL.

Efectos academicos de programas extracurriculares (Academic Effects of After-School Programs). ERIC Digest.
4p. 1mf. L1 ED 458 989

ERIC/EECE Newsletter, 2001.

Missouri Journal of Research in Music Education, 1962-1966.
355p. 4mf. L1 ED 459 091

Missouri Journal of Research in Music Education, 1967-1971.
520p. 6mf. L1 ED 459 092

Missouri Journal of Research in Music Education, 1972-1976.
539p. 6mf. L1 ED 459 093

Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Special Education.

Extended School Year. Issues in Education. Technical Assistance Bulletin.
6p. 1mf. L1 ED 458 736

Missouri Univ., Columbia. Rural Policy Research Inst.

Welfare Reform in Rural America: A Review of Current Research.
65p. 1mf. L1 ED 459 054

Mott (C.S.) Foundation, Flint, MI.

Making Afterschool Count: Communities & Schools Working Together, 2001.
34p. 1mf. L2 ED 458 940

Multi-Cultural Educational Services, Coon Rapids, MN.

Newcomers and the Environment: Teaching Guide--Answer Key and ESL Textbook. Intermediate Level.
85p. 1mf. L1 ED 458 840

National Academy of Sciences - National Research Council, Washington, DC.

From Scarcity to Visibility: Gender Differences in the Careers of Doctoral Scientists and Engineers.
334p. 4mf. L2 ED 458 851

National Aeronautics and Space Administration, Hampton, VA. Langley Research Center.

Measurement, Ratios, and Graphing: Safety First. A Lesson Guide with Activities in Mathematics, Science, and Technology. NASA CONNECT.
36p. 1mf. L1 ED 459 064

The NASA "Why?" Files: The Case of the Barking Dogs. Program 2 in the 2000-2001 Series.
58p. 1mf. L1 ED 459 066

The NASA "Why?" Files: The Case of the Challenging Flight. Program 4 in the 2000-2001 Series.
69p. 1mf. L1 ED 459 068

The NASA "Why?" Files: The Case of the Electrical Mystery. Program 3 in the 2000-2001 Series.
60p. 1mf. L1 ED 459 067

The NASA "Why?" Files: The Case of the Unknown Stink. Program 1 in the 2000-2001 Series.
33p. 1mf. L1 ED 459 065

Participant Workbook.
107p. 2mf. L1 ED 458 425

Partnering for Quality under the Workforce Investment Act: A Tool Kit for One-Stop System Building. Module 5: Building a Process for Continuous Improvement. Training Manual with Participant Workbook.
108p. 2mf. L1 ED 458 426

Partnering for Quality under the Workforce Investment Act: A Tool Kit for One-Stop System Building. Summary of Tools.
44p. 1mf. L1 ED 458 427

Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).

Informal/Formal Learning and Workload among Ontario Secondary School Teachers. NALL Working Paper.
42p. 1mf. L1 ED 459 170

Teacher Learning, Informal and Formal: Results of a Canadian Teachers' Federation Survey. NALL Working Paper.
26p. 1mf. L1 ED 459 169

South Carolina Univ., Columbia. National Resource Center for the First-Year Experience and Students in Transition.

Guidelines for Evaluating...The First-Year Experience at Four-Year Colleges. 2nd Edition.
24p. 1mf. L2 ED 458 850

Proving and Improving: Strategies for Assessing the First College Year. The First-Year Experience Monograph Series.
127p. 2mf. L2 ED 458 855

South Dakota State Library, Pierre.

South Dakota's Libraries--Building Toward 2002: A Statewide Plan for the Development of Library and Information Services, 1998-2002.
17p. 1mf. L1 ED 458 889

Southern Regional Education Board, Atlanta, GA.

Improving Children's Readiness for School: Preschool Programs Make a Difference, but Quality Counts!
27p. 1mf. L1 ED 458 998

Southwest Educational Development Lab., Austin, TX.

The Brain and Reading. Topics in Early Reading Coherence.
4p. 1mf. L1 ED 458 557

Building Reading Proficiency at the Secondary Level: A Guide to Resources. Introduction.
150p. 2mf. L1 ED 458 562

Decoding and the Jabberwocky's Song. Topics in Early Reading Coherence.
5p. 1mf. L1 ED 458 556

Phonics Rules. Topics in Early Reading Coherence.
6p. 1mf. L1 ED 458 560

Annual Report to the Ministry of Advanced Education, Training and Technology, 2000-2001.
30p. 1mf. L1 ED 458 922

British Columbia Transfer TIPS: Facilitation Guide.
15p. 1mf. L1 ED 458 920

Profile of BC College Transfer Students Admitted to BC Universities, 1994/95 to 1998/99.
93p. 1mf. L1 ED 458 926

British Columbia Human Rights Commission, Vancouver.

Barriers to Equal Education for Aboriginal Learners: A Review of the Literature. A BC Human Rights Commission Report.
72p. 1mf. L1 ED 459 020

Equality through Access. Annual Report, 2000/01.
24p. 1mf. L1 ED 459 021

Pathways to Equality: Hearings on Access to Public Education for Aboriginal People. Discussion Paper.
32p. 1mf. L1 ED 459 022

Brown Univ., Providence, RI. Thomas J. Watson, Jr. Inst. for International Studies.

Dilemmas in Foreign Aid: Debating U.S. Priorities, Policies, and Practices. Teacher's Resource Book and Student Text . Public Policy Debate in the Classroom. Choices for the 21st Century Education Program.
87p. 1mf. L2 ED 459 138

Bureau of Indian Affairs (Dept. of Interior), Washington, DC. Office of Indian Education Programs.

Youth Risk Behavior Survey of High School Students Attending Bureau Funded Schools, 2001.
84p. 1mf. L1 ED 459 056

Business Roundtable, Washington, DC.

Real Results, Remaining Challenges: The Story of Texas Education Reform.
37p. 1mf. L1 ED 459 191

Cable News Network, Atlanta, GA.

CNN Newsroom Classroom Guides, November 2001.
88p. 1mf. L2 ED 458 873

California Community Colleges, Sacramento. Office of the Chancellor.

Educating California's Future Nursing Work Force. Report of the Chancellor of the California Community Colleges, the Chancellor of the California State University, the President of the University of California, and the President of the Association of Independent Colleges and Universities to the Governor and Legislature.
28p. 1mf. L1 ED 458 360

TECHnology// Strategic Plan, 2000-2005.
33p. 1mf. L1 ED 458 928

14p. 1mf. L1 ED 458 988

Inclusion in Middle Schools. ERIC Digest.
4p. 1mf. L1 ED 459 000

Nueva investigacion sobre kindergarten de dia completo (Recent Research on All-Day Kindergarten). ERIC Digest.
4p. 1mf. L1 ED 458 990

ERIC Clearinghouse on Languages and Linguistics, Washington, DC.

Heritage Languages in America: Preserving a National Resource. Language in Education: Theory and Practice.
332p. 4mf. L1 ED 458 809

ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.

American Indian/Alaska Native Education and Standards-Based Reform. ERIC Digest.
4p. 1mf. L1 ED 459 039

Breaking Up Large High Schools: Five Common (and Understandable) Errors of Execution. ERIC Digest.
4p. 1mf. L1 ED 459 049

High-Performing Schools Serving Mexican American Students: What They Can Teach Us. ERIC Digest.
4p. 1mf. L1 ED 459 048

Interstate Variations in Rural Student Achievement and Schooling Conditions. ERIC Digest.
4p. 1mf. L1 ED 459 037

Mexican Americans and Other Latinos in Postsecondary Education: Institutional Influences. ERIC Digest.
4p. 1mf. L1 ED 459 038

ERIC Clearinghouse on Teaching and Teacher Education, Washington, DC.

In Pursuit of Teacher Quality: Three Models of Success.
27p. 1mf. L1 ED 459 167

ERIC Processing and Reference Facility, Lanham, MD.

Resources in Education (RIE). Volume 37, Number 4.
p. 0mf. L2 ED 458 353

European Association for the Education of Adults, Brussels (Belgium).

Glossary of Adult Learning in Europe. A.E. Monographs.
127p. 2mf. L1 ED 458 363

European Centre for the Development of Vocational Training, Thessaloniki (Greece).

eLearning Survey: What Is the Extent of eLearning in Europe?
9p. 1mf. L1 ED 458 443

European Structures of Qualification Levels: A Synthesis Based on Reports on Recent Developments in Germany, Spain, France, the Netherlands and the United Kingdom (England and Wales). Volume 1.

National Association of Elementary School Principals, Alexandria, VA.

Leadership for Accountability.
5p. 1mf. L1 ED 458 673

National Association of Elementary School Principals, Reston, VA.

Research Review for School Leaders. Volume III.
386p. 0mf. L3 ED 458 708

National Association of Partners in Education, Inc., Alexandria, VA.

Linking Service-Learning and School-to-Work: Policy, Partnerships and Practice To Help All Students Succeed.
33p. 1mf. L1 ED 458 441

National Association of School Psychologists, Bethesda, MD.

Interim Alternative Educational Settings for Children with Disabilities.
60p. 1mf. L1 ED 458 747

National Association of Secondary School Principals, Reston, VA.

Research Review for School Leaders. Volume III.
386p. 0mf. L3 ED 458 708

What We Know About: Helping Middle and High School Readers--Teaching and Learning Strategies across the Curriculum.
80p. 0mf. L3 ED 458 550

National Association of State Directors of Special Education, Alexandria, VA.

The Involvement of Lay Advocates in Due Process Hearings. Quick Turn Around (QTA).
9p. 1mf. L1 ED 458 753

Models for Reporting the Results of Alternate Assessments within State Accountability Systems. Synthesis Report.
22p. 1mf. L1 ED 458 741

Read-Aloud Accommodation: Effects on Multiple-Choice Reading and Math Items. Technical Report.
31p. 1mf. L1 ED 458 740

State and District Assessments as an Avenue to Equity and Excellence for English Language Learners with Disabilities. LEP Projects Report.
30p. 1mf. L1 ED 458 739

National Bureau of Economic Research, Cambridge, MA.

Improving School Accountability Measures. NBER Working Paper Series.
58p. 1mf. L1 ED 459 189

National Center for Education Statistics (ED), Washington, DC.

National Study of Postsecondary Faculty, 1993: CD-ROM Public Use Faculty and Institution Files. CD-ROM .

Reading across the Region. Topics in Early Reading Coherence.
9p. 1mf. L1 ED 458 553

Reading and the Three Cueing Systems. Topics in Early Reading Coherence.
5p. 1mf. L1 ED 458 554

Reading by Sight. Topics in Early Reading Coherence.
5p. 1mf. L1 ED 458 559

What Does a "Balanced Literacy Approach" Mean? Topics in Early Reading Coherence.
7p. 1mf. L1 ED 458 555

What's So Irregular about Exception Words? Topics in Early Reading Coherence.
5p. 1mf. L1 ED 458 558

Southwest Educational Development Lab., Austin, TX. National Center for the Dissemination of Disability Research.

The Research Exchange, 2001.
66p. 1mf. L1 ED 458 732

Special Education Programs (ED/OSERS), Washington, DC.

Classification of Learning Disabilities: An Evidence-Based Evaluation. Executive Summary.
9p. 1mf. L1 ED 458 762

Discrepancy Models in the Identification of Learning Disability. Executive Summary.
9p. 1mf. L1 ED 458 758

Early Identification and Intervention for Young Children with Reading/Learning Disabilities. Executive Summary.
11p. 1mf. L1 ED 458 757

Empirical and Theoretical Support for Direct Diagnosis of Learning Disabilities by Assessment of Intrinsic Processing Weaknesses. Executive Summary.
7p. 1mf. L1 ED 458 760

The Involvement of Lay Advocates in Due Process Hearings. Quick Turn Around (QTA).
9p. 1mf. L1 ED 458 753

Judgments in Identifying and Teaching Children with Language-Based Reading Difficulties. Executive Summary.
10p. 1mf. L1 ED 458 761

Learning Disabilities as Operationally Defined by Schools. Executive Summary.
10p. 1mf. L1 ED 458 759

Learning Disabilities: Historical Perspectives. Executive Summary.
9p. 1mf. L1 ED 458 756

Responsiveness to Intervention: An Alternative Approach to the Identification of Learning Disabilities. Executive Summary.
9p. 1mf. L1 ED 458 755

Spencer Foundation, Chicago, IL.

California State Dept. of Education, Sacramento.

Alternative Schools Accountability Model: 2001-2002 Indicator Selection and Reporting Guide.
47p. 1mf. L2 ED 459 197

California State Univ., Long Beach. Office of the Chancellor.

Educating California's Future Nursing Work Force. Report of the Chancellor of the California Community Colleges, the Chancellor of the California State University, the President of the University of California, and the President of the Association of Independent Colleges and Universities to the Governor and Legislature.
28p. 1mf. L1 ED 458 360

California Univ., Los Angeles. Center for Mental Health in Schools.

Sustaining School-Community Partnerships To Enhance Outcomes for Children and Youth: A Guidebook and Tool Kit.
128p. 2mf. L1 ED 459 277

California Univ., Los Angeles. Center for the Study of Evaluation.

School and Classroom Practices during Two Years of Education Reform in Washington State. CSE Technical Report.
43p. 1mf. L1 ED 459 194

California Univ., Oakland. Office of the President.

Educating California's Future Nursing Work Force. Report of the Chancellor of the California Community Colleges, the Chancellor of the California State University, the President of the University of California, and the President of the Association of Independent Colleges and Universities to the Governor and Legislature.
28p. 1mf. L1 ED 458 360

California Univ., Santa Barbara.

Measuring Counselor Competence with Lesbian/Gay/Bisexual Clients: Implications for Multicultural Training.
15p. 1mf. L1 ED 458 454

Cambridge Univ. (England).

The Role of Education in Preventing Ethnic Conflicts: The Case of Roma in the Czech Republic. GSFI Occasional Paper.
59p. 1mf. L1 ED 459 278

Center for Applied Linguistics, Washington, DC.

Heritage Languages in America: Preserving a National Resource. Language in Education: Theory and Practice.
332p. 4mf. L1 ED 458 809

Center for Creative Leadership, Greensboro, NC.

Emerging Leaders: An Annotated Bibliography.
54p. 1mf. L2 ED 458 724

Center for International Education (ED), Washington, DC.

CEDEFOP Reference Series.
122p. 2mf. L1 ED 458 444

European Structures of Qualification Levels: Reports on Recent Developments in Germany, Spain, France, the Netherlands and in the United Kingdom (England and Wales). Volume 3.
62p. 1mf. L1 ED 458 446

European Structures of Qualification Levels: Reports on Recent Developments in Germany, Spain, France, the Netherlands and in the United Kingdom (England and Wales). Volume II.
273p. 3mf. L1 ED 458 445

The Financing of Vocational Education and Training in Portugal. Financing Portrait. CEDEFOP Panorama Series.
93p. 1mf. L1 ED 458 449

Lifelong Learning in Finland: The Extent to Which Vocational Education and Training Policy Is Nurturing Lifelong Learning in Finland. CEDEFOP Panorama Series.
98p. 2mf. L1 ED 458 447

Vocational Education and Training in Belgium. Brief Description. CEDEFOP Panorama Series.
41p. 1mf. L1 ED 458 450

Vocational Education and Training in Belgium. Second Edition.
145p. 2mf. L1 ED 458 448

European Roma Rights Center, Budapest, Hungary.

Campland: Racial Segregation of Roma in Italy. Country Reports Series.
115p. 2mf. L1 ED 459 274

Rights of the Child.
99p. 2mf. L1 ED 459 272

A Special Remedy: Roma and Schools for the Mentally Handicapped in the Czech Republic. Country Reports Series.
139p. 2mf. L1 ED 459 273

State of Impunity: Human Rights Abuse of Roma in Romania. Country Reports Series.
156p. 2mf. L1 ED 459 305

European Training Foundation, Turin (Italy).

Development of Vocational Education and Training Standards: The Impact of Labour Market Information. Manual. Qualifications and Training Methods.
79p. 1mf. L1 ED 458 431

Entrepreneurial Training for the Growth of Small and Medium-Sized Enterprises: Lessons from Central and Eastern Europe. Report.
159p. 2mf. L1 ED 458 432

A Framework for Defining and Assessing Occupational and Training Standards in Developing Countries. Information Series.
67p. 1mf. L1 ED 458 419

Innovative Practices in Vocational Education and Training Standards in the Mashreq Region. Conference Report (Cairo, Egypt, April 7-9, 2001) .

0p. 0mf. L3 ED 459 204

Teacher Followup Survey, 1994-1995: Data File User's Manual, Public-Use Version. Schools and Staffing Survey.
365p. 4mf. L1 ED 459 209

National Center for Health Statistics (DHHS/PHS), Hyattsville, MD.

Healthy People 2000 Final Review: National Health Promotion and Disease Prevention Objectives.
524p. 6mf. L1 ED 459 289

National Center for the Study of Adult Learning and Literacy, Boston, MA.

Results That Matter: An Approach to Program Quality Using Equipped for the Future.
36p. 1mf. L1 ED 458 397

National Center on Educational Outcomes, Minneapolis, MN.

Models for Reporting the Results of Alternate Assessments within State Accountability Systems. Synthesis Report.
22p. 1mf. L1 ED 458 741

Read-Aloud Accommodation: Effects on Multiple-Choice Reading and Math Items. Technical Report.
31p. 1mf. L1 ED 458 740

A Self-Study Guide to Implementation of Inclusive Assessment and Accountability Systems. A Best Practice Approach.
73p. 1mf. L1 ED 459 190

State and District Assessments as an Avenue to Equity and Excellence for English Language Learners with Disabilities. LEP Projects Report.
30p. 1mf. L1 ED 458 739

National Clearinghouse for Comprehensive School Reform, Washington, DC.

Updated Catalog of School Reform Models. Program Report.
263p. 3mf. L1 ED 458 703

National Clearinghouse for ESL Literacy Education, Washington, DC.

An Annotated Bibliography of Second Language Acquisition in Adult English Language Learners.
13p. 1mf. L1 ED 458 834

Beginning To Work with Adult English Language Learners: Some Considerations. ERIC Q & A.
6p. 1mf. L1 ED 458 837

National Coalition of Advocates for Students, Boston, MA.

Nosotras viviremos. Las destrezas: A Capacity Building Training Manual for Working with Latina Farmworking Youth.
145p. 2mf. L2 ED 459 145

Nosotras viviremos. Las destrezas: Un manual de capacitacion para trabajar con jovenes latinas campesinas (A Capacity Building Training Manual for Working with Latina Farmworking Youth).
146p. 2mf. L2 ED 459 182

Children of Immigration. The Developing Child Series.
206p. Omf. L3 ED 459 307

One Kid at a Time: Big Lessons from a Small School. Series on School Reform. The Series on School Reform.
171p. Omf. L3 ED 459 051

Reading Lives: Working-Class Children and Literacy Learning. Language and Literacy Series.
180p. Omf. L3 ED 459 284

Scribble Scrabble--Learning To Read and Write: Success with Diverse Teachers, Children, and Families.
168p. Omf. L3 ED 458 946

Spring Inst. for International Studies, Denver, CO.

Active Listening--Listen, Repeat, Do. Scans Plans Portfolio.
4p. 1mf. L1 ED 458 830

Completing Interviews. Scans Plans Portfolio.
4p. 1mf. L1 ED 458 829

Identifying Skills and Personal Qualities. Scans Plans Portfolio.
4p. 1mf. L1 ED 458 827

WorkStyles: Pre-Employment for the Low Level English Speaker.
5p. 1mf. L1 ED 458 828

Stanley Foundation, Muscatine, IA.

The Human Rights Education Handbook: Effective Practices for Learning, Action, and Change. Human Rights Education Series, Topic Book.
172p. 2mf. L2 ED 459 128

State Univ. of New York, Albany.

Autism Program Quality Indicators: A Self-Review and Quality Improvement Guide for Schools and Programs Serving Students with Autism Spectrum Disorders.
16p. 1mf. L1 ED 458 767

Reeducating the Educator: Global Perspectives on Community Building. SUNY Series, Teacher Preparation and Development.
242p. Omf. L3 ED 459 166

Writing Inventions: Identities, Technologies, Pedagogies.
287p. Omf. L3 ED 458 592

State Univ. of New York, Albany. Nelson A. Rockefeller Inst. of Government.

Quicker, Better, Cheaper? Managing Performance in American Government.
635p. 7mf. L2 ED 458 414

Teachers of English to Speakers of Other Languages, Inc., Alexandria, VA.

Technology-Enhanced Learning Environments. Case Studies in TESOL Practice Series.
192p. 2mf. L2 ED 458 793

Brazil 500 Years: Crossing Boundaries from Cabral to the Third Millennium (July 7-August 12, 2000). Fulbright-Hays Summer Seminars Abroad Program, 2000 (Brazil).
506p. 6mf. L1 ED 459 116

Center for Law and Social Policy, Washington, DC.

Red Flags: Research Raises Concerns about the Impact of "Welfare Reform" on Child Maltreatment.
42p. 1mf. L1 ED 459 282

Center for Research on Education, Diversity and Excellence, Santa Cruz, CA.

Impact of Two-Way Bilingual Elementary Programs on Students' Attitudes toward School and College.
42p. 1mf. L1 ED 458 822

Center for Research on Evaluation, Standards, and Student Testing, Los Angeles, CA.

School and Classroom Practices during Two Years of Education Reform in Washington State. CSE Technical Report.
43p. 1mf. L1 ED 459 194

Center for the Improvement of Early Reading Achievement, Ann Arbor, MI.

Conceptualizations Underlying Emergent Readers' Story Writing. CIERA Report.
22p. 1mf. L1 ED 458 616

Put Reading First: The Research Building Blocks for Teaching Children To Read. Kindergarten through Grade 3.
62p. 1mf. L1 ED 458 536

The Role of Television Viewing in the Development of Reading Comprehension.
12p. 1mf. L1 ED 458 552

Center on Education Policy, Washington, DC.

Higher Learning=Higher Earnings: What You Need To Know about College and Careers.
17p. 1mf. L1 ED 458 440

Centers for Disease Control and Prevention (DHHS/PHS), Atlanta, GA.

School Health Index for Physical Activity and Healthy Eating: A Self-Assessment and Planning Guide. Middle School/High School.
139p. 2mf. L1 ED 459 171

Centre d'Etudes et de Recherches sur les Qualifications, Marseilles (France).

Recruiting Middle Management in Industry: What Kinds of Change in France, Germany and the United Kingdom?
6p. 1mf. L1 ED 458 437

Centrum voor Innovatie van Opleidingen (CINOP), 's-Hertogenbosch (Netherlands).

44p. 1mf. L1 ED 458 433

Overview of Management Development Support for SME Growth in the Mediterranean Region: The Egyptian, Jordanian and Lebanese Cases. Report.
173p. 2mf. L1 ED 458 434

EURYDICE European Unit, Brussels (Belgium).

ICT Europe.edu: Information and Communication Technology in European Education Systems. Survey 4.
165p. 2mf. L1 ED 458 871

Eve Malmquist Inst. for Reading, Savsjo (Sweden).

Reading and Writing Difficulties--A Problem? EMIR Education and Research.
84p. 1mf. L1 ED 458 542

Federal Aviation Administration (DOT), Washington, DC.

Wilbur and Orville Wright. Curriculum Guide and Activity Booklet.
76p. 1mf. L1 ED 459 107

Federal Reserve Bank of Kansas City, MO. Center for the Study of Rural America.

The 2000 Census and Growth Patterns in Rural America. The Main Street Economist: Commentary on the Rural Economy.
5p. 1mf. L1 ED 459 040

Federal Resource Center for Special Education, Washington, DC.

Publishing Accessible Materials on the Web and CD-ROM.
10p. 1mf. L1 ED 458 734

Finnish National Board of General Education, Helsinki.

Lifelong Learning in Finland: The Extent to Which Vocational Education and Training Policy Is Nurturing Lifelong Learning in Finland. CEDEFOP Panorama Series.
98p. 2mf. L1 ED 458 447

Florida Association of Community Colleges, Tallahassee.

Florida Community College System 2001 Substantive Legislative Issue Papers.
36p. 1mf. L1 ED 458 896

Florida Developmental Disabilities Planning Council, Tallahassee.

Accommodations and Modifications: What Parents Need To Know = Facilidades y modificaciones: Lo que los padres necesitan saber.
54p. 1mf. L1 ED 458 752

Florida State Board of Community Colleges, Tallahassee.

Florida Community College System 2001 Substantive Legislative Issue Papers.
36p. 1mf. L1 ED 458 896

Florida Community College System Governance Survey. Data Trend.
12p. 1mf. L1 ED 458 910

Nosotras viviremos. Los consejos: A Capacity Building Training Manual for Working with Latina Farmworking Mothers and Mentors of Girls.
138p. 2mf. L2 ED 459 144

Nosotras viviremos. Los consejos: Un manual de capacitacion para trabajar con madres latinas campesinas (A Capacity Building Training Manual for Working with Latina Farmworking Mothers and Mentors of Girls).
138p. 2mf. L2 ED 459 181

National Conference of State Legislatures, Denver, CO.

Investing in Better Care for Infants and Toddlers: The Next Frontier for School Readiness.
17p. 1mf. L1 ED 458 977

National Council of Teachers of English, Urbana, IL.

The Best in Children's Nonfiction: Reading, Writing, & Teaching Orbis Pictus Award Books.
175p. 2mf. L1 ED 458 591

Composition and Sustainability: Teaching for a Threatened Generation. Refiguring English Studies.
274p. 3mf. L1 ED 458 601

Dancing with Words: Helping Students Love Language through Authentic Vocabulary Instruction.
151p. 2mf. L1 ED 458 595

Poems by Adolescents and Adults: A Thematic Collection for Middle School and High School.
270p. 3mf. L1 ED 458 627

Teaching in Common: Challenges to Joint Work in Classrooms and Schools. The Series on School Reform.
185p. 0mf. L3 ED 458 626

Teaching Reading in High School English Classes.
182p. 2mf. L1 ED 458 526

National Depressive and Manic-Depressive Association, Chicago, IL.

Coping with Unexpected Events: Depression and Trauma.
17p. 1mf. L1 ED 458 452

National Dissemination Center for Career and Technical Education, Columbus, OH.

Characteristics of Teacher Educators in Career and Technical Education.
81p. 1mf. L1 ED 458 407

Teacher Induction Programs: A Strategy for Improving the Professional Experience of Beginning Career and Technical Education Teachers.
46p. 1mf. L1 ED 458 436

National Education Association, Washington, DC. Higher Education Research Center.

Eleventh Amendment Immunity and Academic Freedom.

Tennessee State Dept. of Education, Nashville. Dept. of Adult and Community Education.

Adult Education at Work: A Collaborative Resource Addressing the Changing World of Work and Learning.
155p. 2mf. L1 ED 458 356

Tennessee Valley Educators for Excellence, Muscle Shoals, AL.

Educational Equity in Alabama: What We Learned from Report Card 2000. Research Brief.
39p. 1mf. L2 ED 459 198

Texas A and M Univ., Corpus Christi. South Texas Research and Development Center.

Issues Concerning Public School Dropouts in South Texas.
59p. 1mf. L1 ED 458 705

Topsfield Foundation, Pomfret, CT. Study Circles Resource Center.

Organizing Community-Wide Dialogue for Action and Change: A Step-by-Step Guide.
162p. 2mf. L1 ED 458 384

Toronto District School Board (Ontario).

Comprehensive School Guidance Planning in Ontario, Canada. Building Your Elementary School Guidance Program: Implementing "Choices into Action" in Your School While Getting Ready for the Program Effectiveness Survey.
8p. 1mf. L1 ED 458 459

Toronto Univ. (Ontario). Centre for Urban and Community Studies.

Targeting Early Childhood Care and Education: Myths and Realities. Occasional Paper.
153p. 2mf. L1 ED 459 002

Truckee Meadows Community Coll., Sparks, NV.

Truckee Meadows Community College Faculty & Staff Climate Survey, Fall 2000.
12p. 1mf. L1 ED 458 900

Turner Learning, Inc., Atlanta, GA.

CNN Newsroom Classroom Guides, November 2001.
88p. 1mf. L2 ED 458 873

United Nations Educational, Scientific, and Cultural Organization, Hamburg (Germany). Inst. for Education.

Adult Education and Indigenous Peoples in Brazil. International Survey on Adult Education for Indigenous Peoples. Country Study: Brazil.
47p. 1mf. L1 ED 458 365

Adult Education and Indigenous Peoples in Canada. International Survey on Adult Education for Indigenous Peoples. Country Study: Canada.
88p. 1mf. L1 ED 458 366

Adult Education and Indigenous Peoples in Norway. International

A Life Long of Learning: Elements for a Policy Agenda. The Six Key Messages of the European Memorandum in a Dutch Perspective.
131p. 2mf. L1 ED 458 435

Charles Sturt Univ., Wagga Wagga (Australia). School of Education.

School Councils in New South Wales: A Report to the New South Wales Department of Education and Training.
19p. 1mf. L1 ED 459 019

Child Trends, Inc., Washington, DC.

Early Care and Education: Work Support for Families and Developmental Opportunity for Young Children. Occasional Paper. Assessing the New Federalism: An Urban Institute Program To Assess Changing Social Policies.
41p. 1mf. L1 ED 458 966

Children Now, Oakland, CA.

California County Data Book, 2001: Factors for School Success.
342p. 4mf. L1 ED 458 995

California Report Card, 2001: Factors for School Success.
46p. 1mf. L1 ED 458 970

Children's Defense Fund, Washington, DC.

Children in the States, 2001.
131p. 2mf. L2 ED 458 993

A Fragile Foundation: State Child Care Assistance Policies.
227p. 3mf. L2 ED 458 994

Healthy Ties: Ensuring Health Coverage for Children Raised by Grandparents and Other Relatives. A Look at Medicaid and CHIP Enrollment in the States.
134p. 2mf. L2 ED 458 933

Colorado State Dept. of Education, Denver.

Colorado Model Content Standards for Theatre: Suggested Grade Level Expectations.
22p. 1mf. L1 ED 458 639

Colorado Model Content Standards for Theatre: Voluntary Theatre Standards.
19p. 1mf. L1 ED 458 640

Colorado Student Assessment Program Technical Report, 2000.
140p. 2mf. L1 ED 459 186

Leyendo con tu hijo: Consejos practicos para los padres... (Reading with Your Child: Practical Advice for Parents...).
6p. 1mf. L1 ED 458 539

Reading Tips for Parents.
6p. 1mf. L1 ED 458 538

Colorado State Library, Denver.

Leyendo con tu hijo: Consejos practicos para los padres... (Reading with Your Child: Practical Advice for Parents...).
6p. 1mf. L1 ED 458 539

Florida State Dept. of Education, Tallahassee. Bureau of Instructional Support and Community Services.

Accommodations and Modifications: What Parents Need To Know = Facilidades y modificaciones: Lo que los padres necesitan saber.
54p. 1mf. L1 ED 458 752

Change in Identification, FAPE, Placement, or Dismissal from Special Education. Technical Assistance Paper.
9p. 1mf. L1 ED 458 745

Family Functioning: Understanding Families and Helping Them Cope. Grow to 5 Module L.
121p. 2mf. L1 ED 458 743

Performance Assessment System for Students with Disabilities: Introductory. Revised.
99p. 2mf. L1 ED 458 742

Florida State Dept. of Education, Tallahassee. Div. of Community Colleges.

Florida Community College System 2001 Substantive Legislative Issue Papers.
36p. 1mf. L1 ED 458 896

Food Research and Action Center, Washington, DC.

WIC in Native American Communities: Building a Healthier America. Report Summary.
19p. 1mf. L1 ED 459 050

Ford Foundation, New York, NY.

Access to Success in the Urban High School: The Middle College Movement. Reflective History Series.
206p. 0mf. L3 ED 459 279

Broadening the Bounds of Youth Development: Youth as Engaged Citizens.
24p. 1mf. L1 ED 459 089

Foundation for Child Development, New York, NY.

Foundation for Child Development Annual Report, 2000/2001.
41p. 1mf. L1 ED 458 969

Kindergarten: The Overlooked School Year. Working Paper Series.
49p. 1mf. L1 ED 458 948

Foundation for Endangered Languages, Bath (England).

Endangered Languages and Literacy. Proceedings of the Fourth FEL Conference (Charlotte, North Carolina, September 21-24, 2000).
145p. 2mf. L2 ED 458 818

Endangered Languages and the Media. Proceedings of the Fifth FEL Conference (Agadir, Morocco, September 20-23, 2001).
124p. 2mf. L2 ED 458 819

Foundation for Teaching Economics, San Francisco, CA.

The Arctic National Wildlife Refuge: Many Alternatives and One

8p. 1mf. L1 ED 458 846

Higher Education Staff.
8p. 1mf. L1 ED 458 847

Part-Time Faculty.
10p. 1mf. L1 ED 458 848

National Governors' Association, Washington, DC. Center for Best Practices.

Improving Children's Reading Ability through Volunteer Reading Tutoring Programs. Issue Brief.
6p. 1mf. L2 ED 458 570

Improving Early Literacy Skills To Reduce Special Education Referrals. Issue Brief.
7p. 1mf. L2 ED 458 571

Making Writing Instruction Work. Issue Brief.
7p. 1mf. L2 ED 458 572

National Inst. for Literacy, Washington, DC.

Put Reading First: Helping Your Child Learn To Read. A Parent Guide. Preschool through Grade 3.
9p. 1mf. L1 ED 458 535

Put Reading First: The Research Building Blocks for Teaching Children To Read. Kindergarten through Grade 3.
62p. 1mf. L1 ED 458 536

Results That Matter: An Approach to Program Quality Using Equipped for the Future.
36p. 1mf. L1 ED 458 397

National Inst. of Child Health and Human Development (NIH), Bethesda, MD.

Adventures in Parenting: How Responding, Preventing, Monitoring, Mentoring, and Modeling Can Help You Be a Successful Parent.
68p. 1mf. L1 ED 459 011

Put Reading First: Helping Your Child Learn To Read. A Parent Guide. Preschool through Grade 3.
9p. 1mf. L1 ED 458 535

Put Reading First: The Research Building Blocks for Teaching Children To Read. Kindergarten through Grade 3.
62p. 1mf. L1 ED 458 536

National Inst. on Aging (DHHS/NIH), Bethesda, MD.

Integrating Teaching and Scholarship in Psychology of Aging.
17p. 1mf. L1 ED 458 507

National Inst. on Drug Abuse (DHHS/PHS), Bethesda, MD.

Anabolic Steroid Abuse. National Institute on Drug Abuse Research Report Series.
14p. 1mf. L1 ED 458 516

National Inst. on Early Childhood Development and Education (ED/OERI), Washington, DC.

Survey on Adult Education for Indigenous Peoples. Country Study: Norway.

103p. 2mf. L1 ED 458 367

Adult Education and Indigenous Peoples in Russia. International Survey on Adult Education for Indigenous Peoples. Country Study: Russia.

77p. 1mf. L1 ED 458 369

Adult Education and Indigenous Peoples in the Philippines. International Survey on Adult Education for Indigenous Peoples. Country Study: The Philippines.

46p. 1mf. L1 ED 458 368

Creative and Inclusive Strategies for Lifelong Learning: Report of International Roundtable (Hamburg, Germany, November 27-29, 2000).

123p. 2mf. L1 ED 458 361

The Financing of Adult Learning in Civil Society: A European Exploratory Study.

146p. 2mf. L1 ED 458 362

Glossary of Adult Learning in Europe. A.E. Monographs.

127p. 2mf. L1 ED 458 363

Intergenerational Programmes: Public Policy and Research Implications--An International Perspective.

73p. 1mf. L1 ED 458 364

University of New England, Armidale (Australia).

Teaching Pronunciation: A Guide for Teachers of English as a Second Language. CD-ROM .

0p. 0mf. L3 ED 458 838

Upjohn (W.E.) Inst. for Employment Research, Kalamazoo, MI.

Reemployment Bonuses in the Unemployment Insurance System: Evidence from Three Field Experiments.

304p. 4mf. L2 ED 458 385

Working Time in Comparative Perspective. Volume I: Patterns, Trends, and the Policy Implications for Earnings Inequality and Unemployment.

424p. 5mf. L2 ED 458 438

Working Time in Comparative Perspective. Volume II: Life-Cycle Working Time and Nonstandard Work.

382p. 4mf. L2 ED 458 439

Urban Inst., Washington, DC.

Early Care and Education: Work Support for Families and Developmental Opportunity for Young Children. Occasional Paper. Assessing the New Federalism: An Urban Institute Program To Assess Changing Social Policies.

41p. 1mf. L1 ED 458 966

Running To Keep in Place: The Continuing Evolution of Our Nation's Child Welfare System. Occasional Paper. Assessing the New Federalism: An Urban Institute Program To Assess Changing Social Policies.

33p. 1mf. L1 ED 459 281

Reading Tips for Parents.
6p. 1mf. L1 ED 458 538

Columbia Univ., New York, NY. National Center for Children in Poverty.

Building Services and Systems To Support the Healthy Emotional Development of Young Children: An Action Guide for Policymakers. Promoting the Emotional Well-Being of Children and Families, Policy Paper.
35p. 1mf. L2 ED 459 005

Improving the Odds for the Healthy Development of Young Children in Foster Care. Promoting the Emotional Well-Being of Children and Families, Policy Paper.
33p. 1mf. L2 ED 459 006

Commission on Civil Rights, Washington, DC.

Racial Harassment in Vermont Public Schools.
149p. 2mf. L1 ED 459 294

Computer Sciences Corp., Lanham, MD.

Resources in Education (RIE). Volume 37, Number 4.
p. 0mf. L2 ED 458 353

Congress of the U.S., Washington, DC.

Electronic Signatures in Global and National Commerce Act. Public Law.
15p. 1mf. L1 ED 458 875

Consortium on Chicago School Research, IL.

Calculating a Cohort Dropout Rate for the Chicago Public Schools: A Technical Research Report.
25p. 1mf. L1 ED 459 287

Constitutional Rights Foundation, Los Angeles, CA.

Law of Empires.
18p. 1mf. L1 ED 459 106

Copenhagen Univ. (Denmark).

Geometric Foundation and Quantification of the Flow in a Verbal Expression.
29p. 1mf. L1 ED 459 193

Correctional Education Association.

Yearbook of Correctional Education, 1998-1999.
235p. 3mf. L1 ED 458 354

Council for Basic Education, Washington, DC.

Reading: Phonemic Awareness, Vocabulary Acquisition, Teaching and Intervention.
26p. 1mf. L1 ED 458 565

Council for Children with Behavioral Disorders.

Choice To Make. Lesson Plan.
9p. 1mf. L1 ED 459 098

A Command Economic System. Lesson Plan.
6p. 1mf. L1 ED 459 102

Fitness Day. Lesson Plan.
6p. 1mf. L1 ED 459 100

Holiday Market Basket Information. Lesson Plan.
6p. 1mf. L1 ED 459 099

Lesson on Demand. Lesson Plan.
5p. 1mf. L1 ED 459 103

The Paper Airplane Challenge: A Market Economy Simulation. Lesson Plan.
6p. 1mf. L1 ED 459 101

Fund for the Improvement of Postsecondary Education (ED), Washington, DC.

Evaluating Introductory Physics Classes in Light of the ABET Criteria: An Example from the SCALE-UP Project.
16p. 1mf. L1 ED 459 063

Introduction to SCALE-UP: Student-Centered Activities for Large Enrollment University Physics.
13p. 1mf. L1 ED 459 062

Gay, Lesbian, and Straight Education Network, New York, NY.

Lesbian, Gay, Bisexual, and Transgender Rights: A Human Rights Perspective. Human Rights Education Series, Topic Book.
119p. 2mf. L2 ED 459 127

What Schools Need To Know: LGBT Students and the Law.
15p. 1mf. L1 ED 459 295

Zero Indifference: A How-To Guide for Ending Name-Calling in Schools.
16p. 1mf. L1 ED 459 297

General Accounting Office, Washington, DC.

School Vouchers: Publicly Funded Programs in Cleveland and Milwaukee. Report to the Honorable Judd Gregg, U.S. Senate.
56p. 1mf. L1 ED 459 288

Veterans' Employment and Training Service: Flexibility and Accountability Needed To Improve Service to Veterans. Report to the Chairman, Subcommittee on Oversight and Investigations, Committee on Veterans' Affairs, House of Representatives.
40p. 1mf. L1 ED 458 399

Georgia School Counselors Association, Conyers.

GSCA (Georgia School Counselors Association) Journal, 2001.
105p. 2mf. L1 ED 458 461

Glendale Community Coll., CA.

Glendale Community College: College Services Annual Report, 2000-2001.

March toward Excellence: School Success and Minority Student Achievement in Department of Defense Schools. A Report to the National Education Goals Panel. Lessons from the States.
87p. 1mf. L1 ED 459 218

National Inst. on Media and the Family, Minneapolis, MN.

MediaQuotient TM : National Survey of Family Media Habits, Knowledge, and Attitudes.
103p. 2mf. L1 ED 458 938

National Institutes of Health (DHHS), Bethesda, MD.

Adventures in Parenting: How Responding, Preventing, Monitoring, Mentoring, and Modeling Can Help You Be a Successful Parent.
68p. 1mf. L1 ED 459 011

National Issues Forums, Dayton, OH.

Alcohol: Controlling the Toxic Spill. An Issue Book for National Issues Forums.
33p. 1mf. L1 ED 459 126

From Welfare to Work: Who Should We Help and How? An Issue Book for National Issues Forums.
33p. 1mf. L1 ED 459 125

Money and Politics: Who Owns Democracy? NIF Report on the Issues, 2001.
31p. 1mf. L1 ED 459 123

Racial and Ethnic Tensions: What Should We Do? An Issue Book for National Issues Forums.
40p. 1mf. L1 ED 459 124

National Research Center for Career and Technical Education, St. Paul, MN.

A Taxonomy of Career Development Interventions That Occur in U.S. Secondary Schools.
39p. 1mf. L1 ED 458 408

National School Boards Association, Alexandria, VA. Council of School Attorneys.

Religion & Public Schools: Striking a Constitutional Balance. Revised Edition.
243p. 0mf. L3 ED 458 678

National Science Foundation, Arlington, VA.

An Action Research Perspective of Making Connections between Science and Mathematics in a Science Methods Course.
22p. 1mf. L1 ED 459 071

Children of Immigration. The Developing Child Series.
206p. 0mf. L3 ED 459 307

Evaluating Introductory Physics Classes in Light of the ABET Criteria: An Example from the SCALE-UP Project.
16p. 1mf. L1 ED 459 063

Heaven's Door: Immigration Policy and the American Economy.

Vanderbilt Univ., Nashville, TN. Peabody Coll.

March toward Excellence: School Success and Minority Student Achievement in Department of Defense Schools. A Report to the National Education Goals Panel. Lessons from the States.
87p. 1mf. L1 ED 459 218

Vanier Inst. of the Family, Ottawa (Ontario).

Reinforcing Obligations and Responsibilities between Generations: Policy Options from Cross-National Comparisons. Perspectives.
46p. 1mf. L2 ED 458 935

The Ties That Bind: Understanding Today's Families--What They Look Like, What They Do, How They Feel. Perspectives.
38p. 1mf. L2 ED 458 936

Victoria Univ. (British Columbia).

Adult Education and Indigenous Peoples in Canada. International Survey on Adult Education for Indigenous Peoples. Country Study: Canada.
88p. 1mf. L1 ED 458 366

Virginia Adult Learning Resource Center, Richmond.

Make It and Take It: Computer-Based Resources for Lesson Planning.
43p. 1mf. L1 ED 458 843

Virginia State Dept. of Rehabilitative Services, Richmond.

Project CATALIST (Collaborative Accommodations Training Accenting Local Instructional Strategies and Technology.) Grant Performance Report for Continuation Funding, Fiscal Year 1997. Postsecondary Education Programs for Individuals with Disabilities.
319p. 4mf. L1 ED 458 726

Washington Univ., Seattle. Center on Reinventing Public Education.

Making Standards Meaningful: High School Reform Efforts in Washington State. Making Standards Work, 2001.
66p. 1mf. L2 ED 459 188

Washington Elementary Schools on the Slow Track under Standards-Based Reform. Making Standards Work, 2001.
40p. 1mf. L2 ED 459 187

Washington Univ., Seattle. Human Services Policy Center.

The State of Washington's Children, Fall 2001. Ninth Annual Report .
70p. 1mf. L2 ED 458 965

Washington Kids Count County and City Profiles of Child and Family Well-Being: 2001 Statewide Summaries.
172p. 2mf. L2 ED 459 003

Washington Univ., Seattle. School of Public Health and Community Medicine.

The State of Washington's Children, Fall 2001. Ninth Annual Report .
70p. 1mf. L2 ED 458 965

Addressing the Issue of Disproportionate Representation: Identification and Assessment of Culturally Diverse Students with Emotional or Behavioral Disorders. Fourth CCBD Mini-Library Series: Addressing the Diverse Needs of Children and Youth with Emotional/Behavioral Disorders--Programs that Work.
74p. 1mf. L2 ED 458 779

The Challenges of Gangs and Youth Violence in the Schools. Fourth CCBD Mini-Library Series: Addressing the Diverse Needs of Children and Youth with Emotional/Behavioral Disorders--Programs That Work.
54p. 1mf. L2 ED 458 773

Culturally and Linguistically Diverse Students with Behavioral Disorders. Fourth CCBD Mini-Library Series: Addressing the Diverse Needs of Children and Youth with Emotional/Behavioral Disorders--Programs That Work.
80p. 1mf. L2 ED 458 778

Dealing with Behaviors Perceived as Unacceptable in Schools: The Interim Alternative Educational Setting Solution. Fourth CCBD Mini-Library Series: Addressing the Diverse Needs of Children and Youth with Emotional/Behavioral Disorders--Programs That Work.
40p. 1mf. L2 ED 458 774

Education, Disability, and Juvenile Justice: Recommended Practices. Fourth CCBD Mini-Library Series: Addressing the Diverse Needs of Children and Youth with Emotional/Behavioral Disorders--Programs That Work.
49p. 1mf. L2 ED 458 775

Integrating Technology in Program Development for Children and Youth with Emotional or Behavioral Disorders. Fourth CCBD Mini-Library Series: Addressing the Diverse Needs of Children and Youth with Emotional/Behavioral Disorders--Programs That Work.
74p. 1mf. L2 ED 458 776

Strategies and Procedures for Designing Proactive Interventions with a Culturally Diverse Population of Students with Emotional or Behavioral Disorders and Their Families/Caregivers. Fourth CCBD Mini-Library Series: Addressing the Diverse Needs of Children and Youth with Emotional/Behavioral Disorders--Programs That Work.
35p. 1mf. L2 ED 458 777

Council for Exceptional Children, Arlington, VA.

Assessing One and All: Educational Accountability for Students with Disabilities.
197p. 3mf. L1 ED 458 746

Interim Alternative Educational Settings for Children with Disabilities.
60p. 1mf. L1 ED 458 747

Council for Programs in Technical and Scientific Communication.

Models for Strategic Program Development. Proceedings of the Annual Meeting of the Council for Programs in Technical and Scientific Communication (27th, Menomonie, Wisconsin, October 19-21, 2000).
136p. 2mf. L1 ED 458 651

Council of Chief State School Officers, Washington, DC.

30p. 1mf. L1 ED 458 907

Grant (W.T.) Foundation, New York, NY.

Children of Immigration. The Developing Child Series.
206p. 0mf. L3 ED 459 307

Hands-on English, Crete, NE.

Forty Helpful Hints & Tips, for Making Your ESL Teaching Easier and More Fun!
11p. 1mf. L1 ED 458 845

Harris Interactive, Inc., Rochester, NY.

Key Elements of Quality Schools: A Survey of Teachers, Students and Principals. The MetLife Survey of the American Teacher, 2001.
198p. 3mf. L1 ED 459 152

Harvard Civil Rights Project, Cambridge, MA.

Dropping out of High School: The Role of School Organization and Structure.
44p. 1mf. L1 ED 458 694

Schools More Separate: Consequences of a Decade of Resegregation.
55p. 1mf. L1 ED 459 217

Segregation in the Boston Metropolitan Area at the End of the 20th Century.
39p. 1mf. L1 ED 459 292

Hawaii State Dept. of Education, Honolulu. Office of the Superintendent.

Strategic Plan for Standards-Based Reform. Report of Progress.
52p. 1mf. L1 ED 458 682

Hawaii Univ., Manoa. Curriculum Research and Development Group.

Pacific Educational Research Journal, 2000.
114p. 2mf. L1 ED 459 196

Healthy Building Network, Washington, DC.

Poisoned Playgrounds: Arsenic in "Pressure-Treated" Wood.
21p. 1mf. L1 ED 458 787

Hewlett Packard Co., Cupertino, CA.

Evaluating Introductory Physics Classes in Light of the ABET Criteria: An Example from the SCALE-UP Project.
16p. 1mf. L1 ED 459 063

Introduction to SCALE-UP: Student-Centered Activities for Large Enrollment University Physics.
13p. 1mf. L1 ED 459 062

High/Scope Educational Research Foundation, Ypsilanti, MI.

Early Childhood Settings in 15 Countries: What Are Their Structural Characteristics? The IEA Preprimary Project, Phase 2.
408p. 5mf. L2 ED 459 001

263p. 0mf. L3 ED 459 299

Introduction to SCALE-UP: Student-Centered Activities for Large Enrollment University Physics.
13p. 1mf. L1 ED 459 062

Professional Communities and the Work of High School Teaching.
192p. 0mf. L3 ED 459 157

What Beliefs and Intentions Concerning Science and Mathematics and the Teaching of Those Subjects Do Reform-Prepared Specialist Elementary/Middle Level Teachers Bring to the Workplace?
22p. 1mf. L1 ED 459 070

National Society for the Study of Education, Chicago, IL.

Constructivism in Education: Opinions and Second Opinions on Controversial Issues. Ninety-Ninth Yearbook of the National Society for the Study of Education.
340p. 0mf. L3 ED 458 689

Native American Rights Fund, Boulder, CO.

Federal Indian Law and Policy Affecting American Indian and Alaska Native Education. Indian Education Legal Support Project "Tribalizing Indian Education."
31p. 1mf. L1 ED 459 031

Native Counselling Services of Alberta, Edmonton.

A Cost-Benefit Analysis of Hollow Water's Community Holistic Circle Healing Process.
107p. 2mf. L1 ED 459 018

Nevada Univ. and Community Coll. System, Reno. Office of the Chancellor.

University and Community College Systems of Nevada Report on Articulation and Transfer.
9p. 1mf. L1 ED 458 902

New Zealand Council for Educational Research, Wellington.

Competent Children at 10: Families, Early Education, and Schools.
306p. 4mf. L2 ED 458 957

Ten Years Old & Competent. The Fourth Stage of the Competent Children Project: A Summary of the Main Findings.
37p. 1mf. L2 ED 458 958

Nordic Sami Inst., Guovdageaidnu, Norway.

Adult Education and Indigenous Peoples in Norway. International Survey on Adult Education for Indigenous Peoples. Country Study: Norway.
103p. 2mf. L1 ED 458 367

North Carolina Child Advocacy Inst., Raleigh.

North Carolina Child Health Report Card, 2001.
7p. 1mf. L1 ED 459 010

North Carolina Inst. of Medicine, Durham.

WAVE, Inc., Washington, DC.

Applying the Principles of Youth Development to Youth Opportunities Grants, WIA Formula Funded Programs & Community-Based Youth Programs.
14p. 1mf. L2 ED 458 429

Wayne State Univ., Detroit, MI. Office of Adult and Lifelong Learning Research.

Adult Education & Social Change. Models for Adult and Lifelong Learning.
130p. 2mf. L1 ED 458 410

Pedagogy for Adult Learners: Methods and Strategies. Models for Adult and Lifelong Learning.
162p. 2mf. L1 ED 458 411

Politicization and Democratization of Adult Education. Models for Adult and Lifelong Learning.
122p. 2mf. L1 ED 458 412

West Virginia Kids Count Fund, Charleston.

West Virginia KIDS COUNT Data Book: 2000 County Profiles of Child Well-Being.
193p. 2mf. L1 ED 458 960

West Virginia Univ., Morgantown. Survey Research Center.

West Virginia KIDS COUNT Data Book: 2000 County Profiles of Child Well-Being.
193p. 2mf. L1 ED 458 960

WGBH-TV, Boston, MA.

NOVA R Fall 2001 Teacher's Guide.
55p. 1mf. L1 ED 459 073

William and Flora Hewlett Foundation, Palo Alto, CA.

Professional Communities and the Work of High School Teaching.
192p. 0mf. L3 ED 459 157

Wisconsin Center for Education Research, Madison.

Accountability.
34p. 1mf. L1 ED 458 714

Charter Schools.
24p. 1mf. L1 ED 458 715

Cognitively Guided Instruction & Systemic Reform.
32p. 1mf. L1 ED 458 716

School Safety.
28p. 1mf. L1 ED 458 713

Wisconsin Technical Coll. System Board, Madison.

eTech College of Wisconsin Plan.
42p. 1mf. L1 ED 458 894

Models for Reporting the Results of Alternate Assessments within State Accountability Systems. Synthesis Report.
22p. 1mf. L1 ED 458 741

Read-Aloud Accommodation: Effects on Multiple-Choice Reading and Math Items. Technical Report.
31p. 1mf. L1 ED 458 740

State and District Assessments as an Avenue to Equity and Excellence for English Language Learners with Disabilities. LEP Projects Report.
30p. 1mf. L1 ED 458 739

Council of Educational Facility Planners, International, Scottsdale, AZ.

Do School Facilities Really Impact a Child's Education? IssueTrak: A CEFPI Brief on Educational Facility Issues.
7p. 1mf. L1 ED 458 791

Council of Europe, Strasbourg (France).

Fifty Years of the European Convention on Human Rights.
37p. 1mf. L2 ED 459 120

Council of the Great City Schools, Washington, DC.

Beating the Odds: A City-by-City Analysis of Student Performance and Achievement Gaps on State Assessments.
243p. 3mf. L2 ED 459 280

Council on Library and Information Resources, Washington, DC.

The Evidence in Hand: Report of the Task Force on the Artifact in Library Collections. Optimizing Collections and Services for Scholarly Use.
125p. 2mf. L1 ED 458 887

CTB / McGraw-Hill, Monterey, CA.

Colorado Student Assessment Program Technical Report, 2000.
140p. 2mf. L1 ED 459 186

Dawson Coll., Montreal (Quebec).

Computer and Information Technologies: Resources for the Postsecondary Education of Students with Disabilities. Final Report to the Office of Learning Technologies.
149p. 2mf. L1 ED 458 733

Delaware Univ., Newark. Kids Count in Delaware.

Wilmington Kids Count Fact Book, 2001.
88p. 1mf. L1 ED 458 991

Delta Pi Epsilon Society, Little Rock, AR.

Delta Pi Epsilon National Conference. Book of Readings (Nashville, Tennessee, November 15-17, 2001).
149p. 2mf. L1 ED 458 406

Delta Systems Inc., McHenry, IL.

Supporting Young Learners 3: Ideas for Child Care Providers and Teachers.

397p. 5mf. L2 ED 458 992

Illinois State Board of Higher Education, Springfield.

Fiscal Year 2003 Higher Education Budget Recommendations. Implementing "The Illinois Commitment: Partnerships, Opportunities and Excellence."

229p. 3mf. L1 ED 458 856

Indiana Univ., Bloomington. Education Policy Center.

Assessing the Rationales for Educational Reforms: A Test of the Professional Development, Comprehensive Reform, and Direct Instruction Hypotheses. Policy Research Report.

40p. 1mf. L1 ED 458 641

Using the Basic Academic Skills Samples (BASS) To Evaluate the Impact of Early Literacy Intervention Programs. Policy Research Report.

39p. 1mf. L1 ED 458 642

Innovation Center for Community and Youth Development, Chevy Chase, MD.

Broadening the Bounds of Youth Development: Youth as Engaged Citizens.

24p. 1mf. L1 ED 459 089

Institute for Educational Leadership, Washington, DC.

Education and Community Building: Connecting Two Worlds.

45p. 1mf. L1 ED 458 700

Leadership for Student Learning: Recognizing the State's Role in Public Education. School Leadership for the 21st Century Initiative: A Report of the Task Force on State Leadership.

34p. 1mf. L2 ED 458 683

Leadership for Student Learning: Reinventing the Principalship. School Leadership for the 21st Century Initiative: A Report of the Task Force on the Principalship.

32p. 1mf. L2 ED 458 685

Leadership for Student Learning: Restructuring School District Leadership. School Leadership for the 21st Century Initiative: A Report of the Task Force on School District Leadership.

40p. 1mf. L2 ED 458 684

Leadership for Student Learning: Urban School Leadership--Different in Kind and Degree.

19p. 1mf. L2 ED 459 300

Intercultural Development Research Association, San Antonio, TX.

IDRA Newsletter, 2001.

155p. 2mf. L1 ED 459 044

International Bureau of Education, Geneva (Switzerland).

The Management of Curriculum Change and Adaptation in the Gulf Region. Final Report of the Seminar (Muscat, Oman, February 17-21, 2001).

North Carolina Child Health Report Card, 2001.
7p. 1mf. L1 ED 459 010

North Carolina State Dept. of Health and Human Services, Raleigh.

North Carolina Child Health Report Card, 2001.
7p. 1mf. L1 ED 459 010

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Accountability.

Closing the Achievement Gap: Views from Nine Schools.
24p. 1mf. L1 ED 459 302

Increasing Opportunity To Learn via Access to Rigorous Courses and Programs: One Strategy for Closing the Achievement Gap for At-Risk and Ethnic Minority Students.
75p. 1mf. L1 ED 459 303

North Central Regional Educational Lab., Oak Brook, IL.

Report of the Regional Literacy Network Annual Meeting (1st, Chicago, Illinois, April 24, 2001).
43p. 1mf. L1 ED 458 567

North Dakota Center for Persons with Disabilities, Minot.

Peer Coaching Training Manual: Lecture and Slides.
87p. 1mf. L1 ED 458 771

SPED 590 Peer Coaching Seminar: An Online Course about Peer Coaching.
81p. 1mf. L1 ED 458 772

Northern Virginia Community Coll., Annandale. Office of Institutional Research.

Needs Assessment of the Healthcare Sector in the Washington, D.C., Metropolitan Area. Research Report. Business Needs Assessment Study.
60p. 1mf. L1 ED 458 912

Non-Returning Developmental English Students at NVCC, Fall 2000. Research Report.
42p. 1mf. L1 ED 458 909

NVCC Students in Developmental and ESL Courses: Fall 1995 to Fall 1999. Research Report. Developmental Studies Series.
29p. 1mf. L1 ED 458 905

Northwest Regional Educational Lab., Portland, OR.

Addendum to Improving Classroom Assessment: A Toolkit for Professional Developers.
56p. 1mf. L1 ED 459 195

Updated Catalog of School Reform Models. Program Report.
263p. 3mf. L1 ED 458 703

Office of Educational Research and Improvement (ED), Washington, DC.

Put Reading First: The Research Building Blocks for Teaching Children To Read. Kindergarten through Grade 3.

Wisconsin Univ., Madison. Inst. for Research on Poverty.

Implementing Work Requirements in Wisconsin. Discussion Paper.
33p. 1mf. L2 ED 459 308

Workforce Information Council (DOL), Washington, DC.

Quality Information--Informed Choices: Advancing the Workforce Information System. Secretary of Labor's Workforce Information System Plan for Federal Fiscal Years 2001-2005.
20p. 1mf. L1 ED 458 430

World Bank, Washington, DC.

A Caribbean Education Strategy.
108p. 2mf. L2 ED 459 121

Children's Work and Schooling: Does Gender Matter? Evidence from the Peru LSMS Panel Data. Working Paper.
39p. 1mf. L2 ED 459 052

Financing, Efficiency, and Equity in Albanian Education. World Bank Technical Paper.
111p. 2mf. L2 ED 458 723

Poverty, Education and Health in Indonesia: Who Benefits from Public Spending? Working Paper.
64p. 1mf. L2 ED 459 053

Thailand--Secondary Education for Employment, Volume I: A Policy Note.
57p. 1mf. L2 ED 459 129

Thailand--Secondary Education for Employment, Volume II: Background Papers.
109p. 2mf. L2 ED 459 130

World Bank, Washington, DC. Human Development Network.

China: Challenges of Secondary Education. Secondary Education Series.
26p. 1mf. L1 ED 459 132

Double-Shift Secondary Schools: Possibilities and Issues. Secondary Education Series.
20p. 1mf. L1 ED 459 137

A Framework for Defining and Assessing Occupational and Training Standards in Developing Countries. Information Series.
67p. 1mf. L1 ED 458 419

Hungary: Secondary Education and Training. Secondary Education Series.
18p. 1mf. L1 ED 459 131

Poland: Secondary Education and Training. Secondary Education Series.
16p. 1mf. L1 ED 459 136

Romania: Secondary Education and Training. Secondary Education Series.
19p. 1mf. L1 ED 459 133

Russia: Secondary Education and Training. Secondary Education

```
* WORK ORDER#:1047958  * OPER:LXB * DATE:04/29/02 * VOL:             */PTIDX001
* RESTART:FICHE     6    6 CKPT:    13          4     2   0    1   0   0
```

(010) Books

Access and Inclusion for Children with Autistic Spectrum Disorders: "Let Me In."	247p.	L3	ED 458 763
Access for All: Closing the Book Gap for Children in Early Education.	101p.	L1	ED 458 569
Access to Success in the Urban High School: The Middle College Movement. Reflective History Series.	206p.	L3	ED 459 279
Advancing Your Career: Concepts of Professional Nursing. Second Edition.	498p.	L3	ED 458 402
AFB Directory of Services for Blind and Visually Impaired Persons in the United States and Canada. 26th Edition.	823p.	L3	ED 458 731
America's Child Care Problem: The Way Out.	262p.	L3	ED 459 009
ASIST 2001: Information in a Networked World--Harnessing the Flow. Proceedings of the ASIST Annual Meeting (64th, Washington, DC, November 3-8, 2001).	694p.	L3	ED 458 885
Assessing Inclusion: Strategies for Success. Hot Topics Series.	271p.	L3	ED 458 744
Assessing One and All: Educational Accountability for Students with Disabilities.	197p.	L1	ED 458 746
Assistive Technology Solutions for IEP Teams.	332p.	L3	ED 458 769
The Beat of a Different Drummer: Essays on Educational Renewal in Honor of John I. Goodlad.	318p.	L3	ED 458 687
The Bowker Annual: Library and Book Trade Almanac TM , 2001.	861p.	L3	ED 458 890
Boyhood in America: An Encyclopedia. Volumes 1 and 2. The American Family.	845p.	L3	ED 459 113
Brain Research and Childhood Education: Implications for Educators.	75p.	L2	ED 458 943
Brave New Voices: The YOUTH SPEAKS Guide to Teaching Spoken Word Poetry.	120p.	L3	ED 458 653
Building Character in Schools Resource Guide. The Jossey-Bass Education Series.	159p.	L3	ED 458 515

/PTIDX001 * WORK ORDER#: 1047958 * OPER: LXB * DATE: 04/29/02 * VOL: */PTIDX001
* RESTART: FICHE 6 6 CKPT: 13 4 2 0 1 0 0

355p. L1 ED 459 091

Missouri Journal of Research in Music Education, 1967-1971.
520p. L1 ED 459 092

Missouri Journal of Research in Music Education, 1972-1976.
539p. L1 ED 459 093

Missouri Journal of Research in Music Education, 1977-1981.
554p. L1 ED 459 094

Missouri Journal of Research in Music Education, 1982-1988.
650p. L1 ED 459 095

Missouri Journal of Research in Music Education, 1989-1994.
522p. L1 ED 459 096

Missouri Journal of Research in Music Education, 1995-2000.
421p. L1 ED 459 097

Pacific Educational Research Journal, 2000.
114p. L1 ED 459 196

Part-Time Faculty.
10p. L1 ED 458 848

Reading: Phonemic Awareness, Vocabulary Acquisition, Teaching and Intervention.
26p. L1 ED 458 565

Recruiting Middle Management in Industry: What Kinds of Change in France, Germany and the United Kingdom?
6p. L1 ED 458 437

The Research Exchange, 2001.
66p. L1 ED 458 732

Resources in Education (RIE). Volume 37, Number 4.
p. L2 ED 458 353

Rights of the Child.
99p. L1 ED 459 272

Rural Policy Matters: A Newsletter of Rural School & Community Action, 2001.
46p. L1 ED 459 043

Rural Roots: News, Information, and Commentary from the Rural School and Community Trust, 2000-2001.
78p. L1 ED 459 036

School Public Relations Journal, 2001.
182p. L2 ED 459 004

School Safety.
28p. L1 ED 458 713

Sharing Our Pathways: A Newsletter of the Alaska Rural Systemic Initiative, 2001.
86p. L1 ED 459 035

The Teacher Trainer, 2001.
110p. L1 ED 458 814

PUBLICATION TYPE

/PTIDX001 * WORK ORDER#:1047958 * OPER:LXB * DATE:04/29/02 * VOL: */PTIDX001
* RESTART:FICHE 6 6 CKPT: 13 4 2 0 1 0 0

Innovations: The Comprehensive Infant Curriculum. A Self-Directed Teacher's Guide.	132p.	L2	ED 458 981
Innovations: The Comprehensive Toddler Curriculum. A Self-Directed Teacher's Guide.	133p.	L2	ED 458 982
Inside Secrets of Finding a Teaching Job.	200p.	L3	ED 459 142
Inside the Mind of a Child: Selecting Literature Appropriate to the Developmental Age of Children.	17p.	L1	ED 458 602
Interim Alternative Educational Settings for Children with Disabilities.	60p.	L1	ED 458 747
LEP Parent Involvement Project: A Guide for Connecting Immigrant Parents and Schools.	183p.	L1	ED 458 831
Lesbian, Gay, Bisexual, and Transgender Rights: A Human Rights Perspective. Human Rights Education Series, Topic Book.	119p.	L2	ED 459 127
Lessons from Exceptional School Leaders.	147p.	L2	ED 458 725
Leyendo con tu hijo: Consejos practicos para los padres... (Reading with Your Child: Practical Advice for Parents...).	6p.	L1	ED 458 539
Literary Pathways: Selecting Books To Support New Readers.	217p.	L3	ED 458 549
Living (and Teaching) in an Unjust World: New Perspectives on Multicultural Education.	224p.	L3	ED 459 111
MCAS Technical Report, 1999. Massachusetts Comprehensive Assessment System.	112p.	L1	ED 459 184
More Infant and Toddler Experiences.	186p.	L2	ED 458 934
The Multigenre Research Paper: Voice, Passion, and Discovery in Grades 4-6.	150p.	L3	ED 458 575
Multilingual Literacies in the Primary Classroom: Making the Connections.	10p.	L1	ED 458 824
Nosotras viviremos. Las destrezas: A Capacity Building Training Manual for Working with Latina Farmworking Youth.	145p.	L2	ED 459 145
Nosotras viviremos. Las destrezas: Un manual de capacitacion para trabajar con jovenes latinas campesinas (A Capacity Building Training Manual for Working with Latina Farmworking Youth).			

PUBLICATION TYPE

```
/PTIDX001        * WORK ORDER#:1047958  * OPER:LXB * DATE:04/29/02 * VOL:           */PTIDX001
                 * RESTART:FICHE     6    6 CKPT:    13        4     2   0    1    0  0
```

9p. L1 ED 458 443

Failing Schools in Michigan: The Surprising Scale.
40p. L1 ED 459 201

The Financing of Vocational Education and Training in Portugal. Financing Portrait. CEDEFOP Panorama Series.
93p. L1 ED 458 449

Financing, Efficiency, and Equity in Albanian Education. World Bank Technical Paper.
111p. L2 ED 458 723

Foundation for Child Development Annual Report, 2000/2001.
41p. L1 ED 458 969

A Fragile Foundation: State Child Care Assistance Policies.
227p. L2 ED 458 994

From Scarcity to Visibility: Gender Differences in the Careers of Doctoral Scientists and Engineers.
334p. L2 ED 458 851

Healthy People 2000 Final Review: National Health Promotion and Disease Prevention Objectives.
524p. L1 ED 459 289

Household Food Security Study Summaries. 2001 Edition.
103p. L2 ED 458 961

Key Elements of Quality Schools: A Survey of Teachers, Students and Principals. The MetLife Survey of the American Teacher, 2001.
198p. L1 ED 459 152

Kids Count in Michigan Data Book, 2001: County Profiles of Child and Family Well-Being.
426p. L1 ED 458 978

Lane Community College Student Follow-Up Study, Spring 2001. 1999-2000 Students: One Year Later.
98p. L1 ED 458 908

MCAS Technical Report, 1999. Massachusetts Comprehensive Assessment System.
112p. L1 ED 459 184

MediaQuotient TM : National Survey of Family Media Habits, Knowledge, and Attitudes.
103p. L1 ED 458 938

A National Study of the Supply and Demand for Teachers of Agricultural Education in 1996-1998.
56p. L1 ED 458 358

Needs Assessment of the Healthcare Sector in the Washington, D.C., Metropolitan Area. Research Report. Business Needs Assessment Study.
60p. L1 ED 458 912

Non-Returning Developmental English Students at NVCC, Fall 2000. Research Report.
42p. L1 ED 458 909

North Carolina Child Health Report Card, 2001.

for College Students.	63p.	L1	ED 458 500
A Caribbean Education Strategy.	108p.	L2	ED 459 121
A Century for Children...It Starts with Us. Save the Children 2000 Annual Report.	55p.	L1	ED 458 963
The Challenge of Universal Primary Education: Strategies for Achieving the International Development Targets.	48p.	L1	ED 459 007
Children Entering School Ready To Learn: School Readiness Baseline Information. Final Report. School Year 2000-01 by State and County.	116p.	L1	ED 458 939
Children in the States, 2001.	131p.	L2	ED 458 993
The Co-Construction by Early Years Care and Education Practitioners of Literacy and Mathematics Curricula for Young Children.	20p.	L2	ED 458 610
College Performance of New Maryland High School Graduates: Student Outcome and Achievement Report.	51p.	L1	ED 458 857
Colorado Student Assessment Program Technical Report, 2000.	140p.	L1	ED 459 186
Community Change for Youth Development in Kansas City: A Case Study of How a Traditional Youth-Serving Organization (YMCA) Becomes a Community Builder.	27p.	L1	ED 459 304
Community College Model Characteristics.	14p.	L1	ED 458 893
Creating Critical Media Analysis Skills.	6p.	L1	ED 458 669
"Creating Pictures in My Mind": A Qualitative Study of Children's Responses to Storytelling in the Classroom.	9p.	L2	ED 458 586
Culturally and Linguistically Diverse Students with Behavioral Disorders. Fourth CCBD Mini-Library Series: Addressing the Diverse Needs of Children and Youth with Emotional/Behavioral Disorders--Programs That Work.	80p.	L2	ED 458 778
Deepening Disparity: Income Equality in New York City.	9p.	L1	ED 459 306
The Development of a Conceptual Framework: The Stimulation for Coherence and Continuous Improvement in Teacher Education.	104p.	L3	ED 459 141
District of Columbia Early Care and Education Strategic Plan.	63p.	L1	ED 458 987

PUBLICATION TYPE

```
/PTIDX001            * WORK ORDER#:1047958  * OPER:LXB * DATE:04/29/02 * VOL:           */PTIDX001
                     * RESTART:FICHE     6    6 CKPT:    13        4    2   0   1   0   0
```

Developing Effective Linkages between Job Corps and One-Stop Systems: A Technical Assistance Guide.	68p.	L1	ED 458 421
Developing Psycho-Educational Groups for Japanese High Schools.	35p.	L1	ED 458 460
Development of a Computer-Based College Algebra Course.	14p.	L1	ED 459 078
A District Level Planning Model.	24p.	L1	ED 458 697
Does It Matter What I Think? An Exploration of Teachers' Constructions of Literacy and Their Classroom Practices.	25p.	L1	ED 458 603
Double-Shift Secondary Schools: Possibilities and Issues. Secondary Education Series.	20p.	L1	ED 459 137
Drama and Primary Science.	13p.	L1	ED 458 643
Dropping out of High School: The Role of School Organization and Structure.	44p.	L1	ED 458 694
Dual Language Education. Bilingual Education and Bilingualism.	377p.	L3	ED 458 820
Early Care and Education: Work Support for Families and Developmental Opportunity for Young Children. Occasional Paper. Assessing the New Federalism: An Urban Institute Program To Assess Changing Social Policies.	41p.	L1	ED 458 966
Early Childhood Settings in 15 Countries: What Are Their Structural Characteristics? The IEA Preprimary Project, Phase 2.	408p.	L2	ED 459 001
Eating Disorder Prevention Programming.	24p.	L1	ED 458 462
Education in the New Latino Diaspora: Policy and the Politics of Identity. Sociocultural Studies in Educational Policy Formation and Appropriation.	275p.	L3	ED 459 029
Educational Applications of Vision Therapy: A Pilot Study on Children with Autism.	21p.	L1	ED 458 766
Educational Equity in Alabama: What We Learned from Report Card 2000. Research Brief.	39p.	L2	ED 459 198
Effect of Repeated Reading and Self-Directed Behavior on Reading Skills and Generalization of the Reading Skills of Third-Grade Hill Tribe Students.	19p.	L1	ED 458 531
Effective Unit Planning: From Theory to Reality.	14p.	L1	ED 459 173

/PTIDX001 * WORK ORDER#:1047958 * OPER:LXB * DATE:04/29/02 * VOL: */PTIDX001
* RESTART:FICHE 6 6 CKPT: 13 4 2 0 1 0 0 /PTIDX001

Developing American Indian Norms for the Kuder Career Search.	19p.	L1	ED 458 480
Developing and Implementing Authentic Oral Assessment Instruments.	16p.	L1	ED 458 803
Developing Psycho-Educational Groups for Japanese High Schools.	35p.	L1	ED 458 460
The Dialogue of Spoken Word and Written Word.	25p.	L1	ED 458 619
Discrepancy Models in the Identification of Learning Disability. Executive Summary.	9p.	L1	ED 458 758
A District Level Planning Model.	24p.	L1	ED 458 697
Dixie Goswami and Write To Change: Connecting Learners.	8p.	L1	ED 458 625
Does It Matter What I Think? An Exploration of Teachers' Constructions of Literacy and Their Classroom Practices.	25p.	L1	ED 458 603
Drama and Primary Science.	13p.	L1	ED 458 643
Dropping out of High School: The Role of School Organization and Structure.	44p.	L1	ED 458 694
Early Childhood Education as a Contact Zone--Emergent Indigenous Leadership in Australia and Canada.	6p.	L1	ED 459 026
Early Identification and Intervention for Young Children with Reading/Learning Disabilities. Executive Summary.	11p.	L1	ED 458 757
Eating Disorder Prevention Programming.	24p.	L1	ED 458 462
Education for 2001 and Beyond: Imperatives and Possibilities. Outcomes from the ACE "Education 2000" International Conference.	65p.	L1	ED 458 691
Educational Equity in Alabama: What We Learned from Report Card 2000. Research Brief.	39p.	L2	ED 459 198
Effectiveness of Conceptual Change Text Oriented Instruction on Students' Understanding of Cellular Respiration Concepts.	49p.	L2	ED 459 077
The Effectiveness of Summer School in Getting Students To Function on Grade Level in Gateway Grades.	13p.	L1	ED 458 704
The Effects of Blue Ink Print on Students' Memory Retention of Math Terms and Definitions.			

Building Effective Afterschool Programs.	137p.	L2	ED 459 219
Building Family Literacy in an Urban Community. Language and Literacy Series.	179p.	L3	ED 459 275
Career Frontiers: New Conceptions of Working Lives.	290p.	L3	ED 458 387
Changing Behaviour: Teaching Children with Emotional and Behavioural Difficulties in Primary and Secondary Classrooms. Second Edition.	176p.	L3	ED 458 768
The Child at School: Interactions with Peers and Teachers. Texts in Developmental Psychology.	256p.	L3	ED 458 951
The Child Care Problem: An Economic Analysis.	304p.	L3	ED 458 975
Children of Immigration. The Developing Child Series.	206p.	L3	ED 459 307
Classics in Literacy Education: Historical Perspectives for Today's Teachers.	147p.	L1	ED 458 568
Coaching & Mentoring First-Year and Student Teachers.	151p.	L3	ED 459 176
The Community Teacher: A New Framework for Effective Urban Teaching.	197p.	L3	ED 459 283
Consensus or Compromise? Making the School-Based Curricula in Lower-Level Comprehensive Schools in Finland. Research Report .	101p.	L2	ED 459 030
Constructivist Teaching Strategies: Projects in Teacher Education.	232p.	L3	ED 459 164
Contemporary Composition Studies: A Guide to Theorists and Terms.	330p.	L3	ED 458 577
Counseling African American Families. The Family Psychology and Counseling Series.	110p.	L2	ED 458 514
Counselors Finding Their Way.	260p.	L2	ED 458 479
Creating Successful School Systems: Voices from the University, the Field, and the Community.	300p.	L3	ED 458 707
Critical Encounters in High School English: Teaching Literary Theory to Adolescents. Language and Literacy Series.	216p.	L3	ED 458 579
Designing Personalized Learning for Every Student.			

When Things Go Wrong: Managing Critical Incidents in Children's Services.
25p. L2 ED 458 985

(030) Creative Works

Poems by Adolescents and Adults: A Thematic Collection for Middle School and High School.
270p. L1 ED 458 627

(040) Dissertations/Theses - Undetermined

Conflict Management: Cues and Implications for Managers from Conflict Research.
69p. L1 ED 458 415

Emphasis Placed on Current Assessment Procedures Affects the Way Teachers Teach.
43p. L1 ED 458 632

The Intergeneration Transmission of Attachment: How Do We Account for the "Transmission Gap?"
82p. L2 ED 458 955

(041) Dissertations/Theses - Doctoral Dissertations

An Analysis of Functional Budget and Expenditure Patterns and Revenue Sources of Tennessee's Public Community Colleges from 1988-89 through 1997-98.
300p. L1 ED 458 895

Competing Goals, Competing Discourses: ESL Composition at the Community College.
220p. L1 ED 458 897

Current Observations and Future Importance of Leadership Attributes Perceived by Community College Presidents and Vice Presidents for Academic Affairs.
283p. L1 ED 458 925

The Dimensional Structure of Early Adolescent Peer Susceptibility.
111p. L1 ED 458 506

Engendering Student Success: A Study of Long Beach City College EOP&S Students.
309p. L1 ED 458 924

An Environmental Assessment of Community College Faculty Satisfaction.
128p. L1 ED 458 921

Exploring the Relationship between a Small Rural School in Northeast Georgia and Its Community: An Image-Based Study Using Participant-Produced Photographs.
411p. L1 ED 459 014

Factors Affecting Minority Students' Persistence in Community Colleges.
146p. L2 ED 458 917

The Five Week Class of the University of Phoenix Corporate Model Can Be Utilized by Community Colleges.
270p. L1 ED 458 898

146p. L2 ED 459 182

Nurse Assistant. FasTrak Specialization Integrated Technical and Academic Competency (ITAC). Revised.
17p. L1 ED 458 381

On Infusing Disability Studies into the General Curriculum. On Point...Brief Discussions of Critical Issues in Urban Education.
16p. L1 ED 458 737

Organizing Community-Wide Dialogue for Action and Change: A Step-by-Step Guide.
162p. L1 ED 458 384

The Paraprofessional's Guide to the Inclusive Classroom: Working as a Team. Second Edition.
160p. L3 ED 459 165

Pathways to Career Success for Minorities: A Resource Guide to Colleges, Financial Aid, and Work.
378p. L3 ED 458 403

Poisoned Playgrounds: Arsenic in "Pressure-Treated" Wood.
21p. L1 ED 458 787

Practical Nursing. FasTrak Specialization Integrated Technical and Academic Competency (ITAC). Revised.
16p. L1 ED 458 382

A Practitioner's Guide to School Community Based Management (SCBM).
11p. L1 ED 458 680

Promoting Healthy Youth, Schools, and Communities: A Guide to Community-School Health Advisory Councils.
168p. L1 ED 459 140

Providing Career Counseling to Lesbian Women.
17p. L1 ED 458 442

Publishing Accessible Materials on the Web and CD-ROM.
10p. L1 ED 458 734

Put Reading First: Helping Your Child Learn To Read. A Parent Guide. Preschool through Grade 3.
9p. L1 ED 458 535

Racial and Ethnic Tensions: What Should We Do? An Issue Book for National Issues Forums.
40p. L1 ED 459 124

Reading Tips for Parents.
6p. L1 ED 458 538

The Research Workshop: Bringing the World into Your Classroom.
224p. L3 ED 459 163

School Health Index for Physical Activity and Healthy Eating: A Self-Assessment and Planning Guide. Middle School/High School.
139p. L1 ED 459 171

Scribble Scrabble--Learning To Read and Write: Success with Diverse Teachers, Children, and Families.
168p. L3 ED 458 946

	7p.	L1	ED 459 010
NVCC Students in Developmental and ESL Courses: Fall 1995 to Fall 1999. Research Report. Developmental Studies Series.	29p.	L1	ED 458 905
Retention and Attrition of Pacific School Teachers and Administrators (RAPSTA) Study: A Compilation of Reports. Research Series.	216p.	L1	ED 458 701
Retention and Attrition of Pacific School Teachers and Administrators (RAPSTRA) Study: Commonwealth of the Northern Mariana Islands (CNMI). Research Series.	36p.	L1	ED 458 702
Schools More Separate: Consequences of a Decade of Resegregation.	55p.	L1	ED 459 217
Segregation in the Boston Metropolitan Area at the End of the 20th Century.	39p.	L1	ED 459 292
The State of the Health Care Workforce, 2000.	83p.	L1	ED 458 404
State of the World's Newborns: A Report from Saving Newborn Lives.	59p.	L1	ED 458 972
The State of Washington's Children, Fall 2001. Ninth Annual Report .	70p.	L2	ED 458 965
State Summary of Alabama. Ed Watch Online.	27p.	L1	ED 459 221
State Summary of Alaska. Ed Watch Online.	27p.	L1	ED 459 222
State Summary of Arizona. Ed Watch Online.	27p.	L1	ED 459 223
State Summary of Arkansas. Ed Watch Online.	27p.	L1	ED 459 224
State Summary of California. Ed Watch Online.	27p.	L1	ED 459 225
State Summary of Colorado. Ed Watch Online.	27p.	L1	ED 459 226
State Summary of Connecticut. Ed Watch Online.	27p.	L1	ED 459 227
State Summary of Delaware. Summaries. Ed Watch Online.	27p.	L1	ED 459 228
State Summary of District of Columbia. Ed Watch Online.	27p.	L1	ED 459 229
State Summary of Florida. Ed Watch Online.	27p.	L1	ED 459 230

Dixie Goswami and Write To Change: Connecting Learners.	8p.	L1	ED 458 625
Do School Facilities Really Impact a Child's Education? IssueTrak: A CEFPI Brief on Educational Facility Issues.	7p.	L1	ED 458 791
The Effectiveness of Teacher Resource Centre Strategy. Full Report. Education Research.	259p.	L1	ED 459 149
Eleventh Amendment Immunity and Academic Freedom.	8p.	L1	ED 458 846
Entrepreneurship Education for At-Risk Youth: A Successful Model for University/Business Partnerships.	20p.	L1	ED 458 357
Equality through Access. Annual Report, 2000/01.	24p.	L1	ED 459 021
eTech College of Wisconsin Plan.	42p.	L1	ED 458 894
Evaluating Student Reflections.	21p.	L1	ED 459 174
Expeditionary Learning Approach in Integrated Teacher Education: Model Effectiveness and Dilemma.	13p.	L1	ED 459 155
Experiential Learning in a Humanities Class.	9p.	L1	ED 458 668
Federal Indian Law and Policy Affecting American Indian and Alaska Native Education. Indian Education Legal Support Project "Tribalizing Indian Education."	31p.	L1	ED 459 031
Fifteen Years Later: An Investigation of the Long-Term Outcomes of Augmentative and Alternative Communication Interventions.	154p.	L1	ED 458 727
Fifty Years of the European Convention on Human Rights.	37p.	L2	ED 459 120
Final Report of the Strategic Plan Working Group to the Minister of Education.	52p.	L1	ED 458 954
Financing Child Care in the United States: An Expanded Catalog of Current Strategies. 2001 Edition.	194p.	L1	ED 458 932
The Financing of Vocational Education and Training in Portugal. Financing Portrait. CEDEFOP Panorama Series.	93p.	L1	ED 458 449
Fiscal Year 2003 Higher Education Budget Recommendations. Implementing "The Illinois Commitment: Partnerships, Opportunities and Excellence."	229p.	L1	ED 458 856

Effectiveness of Conceptual Change Text Oriented Instruction on Students' Understanding of Cellular Respiration Concepts.	49p.	L2	ED 459 077
The Effectiveness of Summer School in Getting Students To Function on Grade Level in Gateway Grades.	13p.	L1	ED 458 704
The Effects of Blue Ink Print on Students' Memory Retention of Math Terms and Definitions.	17p.	L1	ED 459 086
The Effects of Classroom Competition on Achievement Motivation.	27p.	L1	ED 458 511
The Effects of Four Writing Strategies on Fifth Graders' Production of Written Ideas across Three Aims of Discourse.	8p.	L1	ED 458 596
The Effects of Motivation and Anxiety on Students' Use of Instructor Comments.	26p.	L1	ED 458 630
The Effects of Time-Limitations and Peer Relationships on Adult Student Learning: A Causal Model.	16p.	L1	ED 458 853
eLearning Survey: What Is the Extent of eLearning in Europe?	9p.	L1	ED 458 443
Electronic Mail in Foreign Language Learning Revisited.	25p.	L1	ED 458 817
Elicited Response in the Pre-Kindergarten Setting: Good or Bad Idea?	13p.	L1	ED 458 825
English Education and Communication Studies: Ambiguity in the International Airway.	15p.	L1	ED 458 629
Entrepreneurial Training for the Growth of Small and Medium-Sized Enterprises: Lessons from Central and Eastern Europe. Report.	159p.	L1	ED 458 432
Ethnic Identity among Guatemalan Youth.	16p.	L1	ED 458 497
European Structures of Qualification Levels: A Synthesis Based on Reports on Recent Developments in Germany, Spain, France, the Netherlands and the United Kingdom (England and Wales). Volume 1. CEDEFOP Reference Series.	122p.	L1	ED 458 444
European Structures of Qualification Levels: Reports on Recent Developments in Germany, Spain, France, the Netherlands and in the United Kingdom (England and Wales). Volume 3.	62p.	L1	ED 458 446
European Structures of Qualification Levels: Reports on Recent Developments in Germany, Spain, France, the Netherlands and in the United Kingdom (England and Wales). Volume II.			

17p. L1 ED 459 086

The Effects of Classroom Competition on Achievement Motivation.
27p. L1 ED 458 511

The Effects of Motivation and Anxiety on Students' Use of Instructor Comments.
26p. L1 ED 458 630

The Effects of Time-Limitations and Peer Relationships on Adult Student Learning: A Causal Model.
16p. L1 ED 458 853

The Egalitarian Marriages of Six Froebelian Leaders in Late Nineteenth Century America.
23p. L1 ED 458 997

Electronic Discourses in a Graduate Seminar: MOO Conferences as Liminal Discursive Spaces.
11p. L1 ED 458 635

Electronic Mail in Foreign Language Learning Revisited.
25p. L1 ED 458 817

Empirical and Theoretical Support for Direct Diagnosis of Learning Disabilities by Assessment of Intrinsic Processing Weaknesses. Executive Summary.
7p. L1 ED 458 760

Entrepreneurship Education for At-Risk Youth: A Successful Model for University/Business Partnerships.
20p. L1 ED 458 357

Ethnic Identity among Guatemalan Youth.
16p. L1 ED 458 497

Evaluating Introductory Physics Classes in Light of the ABET Criteria: An Example from the SCALE-UP Project.
16p. L1 ED 459 063

Evaluating the Use of Student and Parent GEAR UP Survey Summaries in a Rural, Nine-County Region.
19p. L1 ED 459 041

Evaluation of the Courtlink Auto Crime Prevention Program (CACPP) for Senior Elementary and Alternative School Students in British Columbia.
156p. L1 ED 459 291

An Examination of the Constructs Measured by Parent Behavioral Reports.
9p. L1 ED 458 510

Expeditionary Learning Approach in Integrated Teacher Education: Model Effectiveness and Dilemma.
13p. L1 ED 459 155

Experiental Teaching Strategies Applied to an Ethics and Professional Issues Course.
7p. L1 ED 458 493

Experiential Learning in a Humanities Class.
9p. L1 ED 458 668

	146p.	L2	ED 458 718
The Development of a Conceptual Framework: The Stimulation for Coherence and Continuous Improvement in Teacher Education.	104p.	L3	ED 459 141
Discipline for Life: Getting It Right with Children.	282p.	L2	ED 458 959
Discipline in the School. Second Edition.	421p.	L3	ED 458 750
Do It Right! Best Practices for Serving Young Adults in School and Public Libraries. Teens the Library Series.	182p.	L3	ED 458 880
Dual Language Education. Bilingual Education and Bilingualism.	377p.	L3	ED 458 820
Dyspraxia 5-11: A Practical Guide.	136p.	L3	ED 458 781
Early 3 Rs: How To Lead Beginners into Reading, Writing, and Arithme-TALK.	176p.	L3	ED 458 950
Early Education and Care, and Reconceptualizing Play. Advances in Early Education and Day Care.	330p.	L3	ED 458 974
Early Literacy Instruction in Kindergarten.	110p.	L1	ED 458 590
Educating Culturally Responsive Teachers: A Coherent Approach. SUNY Series, Teacher Preparation and Development.	237p.	L3	ED 459 168
Educating Minds and Hearts: Social Emotional Learning and the Passage into Adolescence. Series on Social Emotional Learning.	216p.	L3	ED 458 945
Education in the New Latino Diaspora: Policy and the Politics of Identity. Sociocultural Studies in Educational Policy Formation and Appropriation.	275p.	L3	ED 459 029
The Extra-Ordinary School: Parergonality & Pedagogy. Counterpoints: Studies in the Postmodern Theory of Education.	212p.	L3	ED 458 686
For a Better World: Reading and Writing for Social Action.	208p.	L3	ED 458 561
Foundations, Adult Dynamics, Teacher Education and Play. Advances in Early Education and Day Care.	240p.	L3	ED 458 973
Fragile X Syndrome: A Guide for Teachers.	114p.	L3	ED 458 780
From Scarcity to Visibility: Gender Differences in the Careers of Doctoral Scientists and Engineers.	334p.	L2	ED 458 851

Follow-Up of North Carolina Community College Cooperative Education Graduates: Additional Education and Salary Gains.
271p. L1 ED 458 904

An Intellectual Biography of Ivan Illich.
116p. L1 ED 458 393

Latina Voices of Des Moines.
337p. L1 ED 459 017

The Nature and Characteristics of Post-Baccalaureate Reverse Transfer Students and Their Utilization of Career Guidance.
132p. L1 ED 458 930

Organizational Support for Innovation: Perspectives of Community College Faculty.
163p. L1 ED 458 899

Predicting Student Retention and Academic Achievement in Western United States Associate Degree in Nursing Programs.
201p. L1 ED 458 911

Prior Learning Assessment: An Investigation of Nonsponsored Learning for College Credits.
229p. L1 ED 458 903

A Quantitative Longitudinal Analysis of North Harris Montgomery Community College District's Developmental Studies Program as a Model for Developmental Studies Program Evaluation.
122p. L1 ED 458 906

Repositioned Lives: Language, Ethnicity, and Narrative Identity among Chinese-Vietnamese Community College Students in Los Angeles' San Gabriel Valley.
421p. L2 ED 458 796

Serving the Unserved and Underserved: Western Iowa Tech Community College--The First Thirty-Three Years, 1966-1999.
126p. L1 ED 458 927

Transforming a Community College in Support of Learning: A Case Study.
278p. L1 ED 458 915

Tribal College and University Accreditation: A Comparative Study.
265p. L2 ED 458 866

Women Chief Academic Officers of Public Community Colleges: Career Paths and Mobility Factors.
138p. L1 ED 458 923

(042) Dissertations/Theses - Masters Theses

The Effects of Combined Content Enhancements on the Performance of Students with Learning Disabilities.
133p. L2 ED 458 765

(050) Guides - General

Preventing and Reporting Resident Abuse in Assisted Living: A Learning Module for Resident Assistants.
22p. L1 ED 458 398

A Self-Study Guide to Implementation of Inclusive Assessment and Accountability Systems. A Best Practice Approach.	73p.	L1	ED 459 190
Strategies and Procedures for Designing Proactive Interventions with a Culturally Diverse Population of Students with Emotional or Behavioral Disorders and Their Families/Caregivers. Fourth CCBD Mini-Library Series: Addressing the Diverse Needs of Children and Youth with Emotional/Behavioral Disorders--Programs That Work.	35p.	L2	ED 458 777
The Student Guide: Financial Aid, 2002-2003.	41p.	L1	ED 458 858
The Student with a Brain Injury: Achieving Goals for Higher Education.	18p.	L1	ED 458 730
Supporting Drama and Imaginative Play in the Early Years. Supporting Early Learning.	171p.	L3	ED 458 942
Supporting Struggling Readers and Writers: Strategies for Classroom Intervention 3-6.	264p.	L3	ED 458 548
Supporting Young Learners 3: Ideas for Child Care Providers and Teachers.	397p.	L2	ED 458 992
Sustaining School-Community Partnerships To Enhance Outcomes for Children and Youth: A Guidebook and Tool Kit.	128p.	L1	ED 459 277
Systems for Change in Literacy Education: A Guide to Professional Development.	262p.	L3	ED 458 576
Teacher Followup Survey, 1994-1995: Data File User's Manual, Public-Use Version. Schools and Staffing Survey.	365p.	L1	ED 459 209
Transition Education and Services for Adolescents with Disabilities. Third Edition.	422p.	L3	ED 458 389
Understanding the 1999 MCAS Student Report for Parents/Guardians. The Massachusetts Comprehensive Assessment System.	11p.	L1	ED 459 183
Understanding Your Media Outlet: An Administrative Guide to the School Radio Station.	20p.	L1	ED 458 644
Using Internet Primary Sources To Teach Critical Thinking Skills in Government, Economics, and Contemporary World Issues. Greenwood Professional Guides in School Librarianship.	272p.	L3	ED 459 118
Using Rubrics. Teacher to Teacher.	5p.	L1	ED 458 392

State Summary of Georgia. Ed Watch Online.
27p. L1 ED 459 231

State Summary of Hawaii. Ed Watch Online.
27p. L1 ED 459 232

State Summary of Idaho. Ed Watch Online.
27p. L1 ED 459 233

State Summary of Illinois. Ed Watch Online.
27p. L1 ED 459 234

State Summary of Indiana. Ed Watch Online.
27p. L1 ED 459 235

State Summary of Iowa. Ed Watch Online.
27p. L1 ED 459 236

State Summary of Kansas. Ed Watch Online.
27p. L1 ED 459 237

State Summary of Kentucky. Ed Watch Online.
27p. L1 ED 459 238

State Summary of Louisiana. Ed Watch Online.
27p. L1 ED 459 239

State Summary of Maine. Ed Watch Online.
27p. L1 ED 459 240

State Summary of Maryland. Ed Watch Online.
27p. L1 ED 459 241

State Summary of Massachusetts. Ed Watch Online.
27p. L1 ED 459 242

State Summary of Michigan. Ed Watch Online.
27p. L1 ED 459 243

State Summary of Minnesota. Ed Watch Online.
27p. L1 ED 459 244

State Summary of Mississippi. Ed Watch Online.
27p. L1 ED 459 245

State Summary of Missouri. Ed Watch Online.
27p. L1 ED 459 246

State Summary of Montana. Ed Watch Online.
27p. L1 ED 459 247

State Summary of Nebraska. Ed Watch Online.
27p. L1 ED 459 248

State Summary of Nevada. Ed Watch Online.
27p. L1 ED 459 249

State Summary of New Hampshire. Ed Watch Online.
27p. L1 ED 459 250

State Summary of New Jersey. Ed Watch Online.
27p. L1 ED 459 251

State Summary of New Mexico. Ed Watch Online.

Focusing on the First-Year Student.	18p.	L2	ED 458 865
Foundation for Child Development Annual Report, 2000/2001.	41p.	L1	ED 458 969
Glendale Community College: College Services Annual Report, 2000-2001.	30p.	L1	ED 458 907
"Heart of Darkness" Webquest: Using Technology To Teach Literary Criticism.	29p.	L1	ED 458 622
The History and Development of the Campbell Interest and Skill Survey (CISS).	24p.	L2	ED 458 464
Holy Mitosis Batman, It's a Gamete: Blending (Bending) the Research Genre.	17p.	L1	ED 458 618
"I Don't Think They Even Exist!" Teaching CMC through CMC: Experiences from a Cross-University Computer-Mediated Communication Class.	23p.	L1	ED 458 660
Implementing Work Requirements in Wisconsin. Discussion Paper.	33p.	L2	ED 459 308
In Pursuit of Teacher Quality: Three Models of Success.	27p.	L1	ED 459 167
Increasing Opportunity To Learn via Access to Rigorous Courses and Programs: One Strategy for Closing the Achievement Gap for At-Risk and Ethnic Minority Students.	75p.	L1	ED 459 303
Innovative Practices in Vocational Education and Training Standards in the Mashreq Region. Conference Report (Cairo, Egypt, April 7-9, 2001) .	44p.	L1	ED 458 433
Integrating Four Courses into a 12 Credit Hour Block of Instruction in an On-Line Format as Part of a Master's Program in Educational Administration.	33p.	L1	ED 458 864
Interaction: The Key to Successful Distance Learning.	9p.	L1	ED 458 870
Judging Evidence of the Validity of the National Assessment of Educational Progress Achievement Levels.	40p.	L1	ED 459 212
Kids Count in Michigan Data Book, 2001: County Profiles of Child and Family Well-Being.	426p.	L1	ED 458 978
Learning by Doing: The Role of Active Learning in the Reform Movement.	5p.	L1	ED 459 084
Lifelong Learning in Finland: The Extent to Which Vocational			

273p. L1 ED 458 445

Evaluating the Use of Student and Parent GEAR UP Survey Summaries in a Rural, Nine-County Region.
19p. L1 ED 459 041

An Examination of the Constructs Measured by Parent Behavioral Reports.
9p. L1 ED 458 510

Expert Review at a Distance: A Hybrid Approach.
18p. L1 ED 458 869

Factorial Invariance of the Advanced Placement International English Language Exam (APIEL R) across Chinese and German Samples.
26p. L1 ED 459 199

Family Literacy Programs: The Whole Is More Than the Sum of Its Parts.
17p. L1 ED 458 584

The Financing of Adult Learning in Civil Society: A European Exploratory Study.
146p. L1 ED 458 362

Findings from the California Community College Flashlight Project, 1998-99.
12p. L1 ED 458 916

Florida Community College System Governance Survey. Data Trend.
12p. L1 ED 458 910

Focus Groups with Linguistically Marginalized Populations.
25p. L1 ED 458 802

Forced Processing Tactics To Increase Reading Rates, Comprehension and Vocabulary Skills with College Students.
7p. L1 ED 458 534

From Scarcity to Visibility: Gender Differences in the Careers of Doctoral Scientists and Engineers.
334p. L2 ED 458 851

Geometric Foundation and Quantification of the Flow in a Verbal Expression.
29p. L1 ED 459 193

Gifted Children Grown Up.
248p. L3 ED 458 764

"Good Guys Don't Wear Hats": Children's Talk about the Media.
176p. L3 ED 458 947

The Grammar of Visual Literacy within the World of Interactive Media.
12p. L1 ED 458 633

Health & HIV/AIDS Education in Primary & Secondary Schools in Africa & Asia. Policies, Practice & Potential: Case Studies from Pakistan, India, Uganda, Ghana. Education Research.
109p. L1 ED 458 458

High Road Partnerships Report: Innovations in Building Good Jobs

Expert Review at a Distance: A Hybrid Approach.	18p.	L1	ED 458 869
Exploration of the Emotional Avenues of Career Change.	11p.	L1	ED 458 487
Factorial Invariance of the Advanced Placement International English Language Exam (APIEL R) across Chinese and German Samples.	26p.	L1	ED 459 199
Family Literacy Programs: The Whole Is More Than the Sum of Its Parts.	17p.	L1	ED 458 584
Findings from the California Community College Flashlight Project, 1998-99.	12p.	L1	ED 458 916
Forced Processing Tactics To Increase Reading Rates, Comprehension and Vocabulary Skills with College Students.	7p.	L1	ED 458 534
Gender-Fair and Gender-Congruent Practices for Young Children's Naturalist Intelligence: From the Perspective of Developmentally and Culturally Appropriate Practice (DCAP).	11p.	L1	ED 458 944
Geometric Foundation and Quantification of the Flow in a Verbal Expression.	29p.	L1	ED 459 193
The Grammar of Visual Literacy within the World of Interactive Media.	12p.	L1	ED 458 633
"Heart of Darkness" Webquest: Using Technology To Teach Literary Criticism.	29p.	L1	ED 458 622
The History and Development of the Campbell Interest and Skill Survey (CISS).	24p.	L2	ED 458 464
Holy Mitosis Batman, It's a Gamete: Blending (Bending) the Research Genre.	17p.	L1	ED 458 618
How Does Teacher Reflection Affect Teaching Practices? Follow-Up Study.	26p.	L1	ED 458 527
"I Don't Think They Even Exist!" Teaching CMC through CMC: Experiences from a Cross-University Computer-Mediated Communication Class.	23p.	L1	ED 458 660
The Identification of "Need" in Reading.	10p.	L1	ED 458 533
Identifying Assessment Needs of Student Affairs Professionals Using a Web-Based Survey.	15p.	L1	ED 458 465

Gifted Children Grown Up.	248p.	L3	ED 458 764
Girlhood in America: An Encyclopedia. Volumes 1 and 2. The American Family.	773p.	L3	ED 459 112
GlobaLinks: Resources for World Studies, Grades K-8.	160p.	L3	ED 459 105
"Good Guys Don't Wear Hats": Children's Talk about the Media.	176p.	L3	ED 458 947
Guided Comprehension: A Teaching Model for Grades 3-8.	310p.	L1	ED 458 563
Heaven's Door: Immigration Policy and the American Economy.	263p.	L3	ED 459 299
Helping To Establish a Culture of Learning and Teaching in South Africa. Education Africa Forum. Second Edition.	0p.	L3	ED 459 143
Heritage Languages in America: Preserving a National Resource. Language in Education: Theory and Practice.	332p.	L1	ED 458 809
Homespun: Teaching Local History in Grades 6-12.	192p.	L3	ED 459 108
If My Career's on the Fast Track, Where Do I Get a Road Map? Surviving and Thriving in the Real World of Work.	272p.	L3	ED 458 388
Illuminating Texts: How To Teach Students To Read the World.	210p.	L3	ED 458 529
Infancy in America: An Encyclopedia. Volumes One and Two. The American Family.	769p.	L3	ED 459 008
Innovations: Infant and Toddler Development.	393p.	L2	ED 458 979
Innovations: The Comprehensive Infant & Toddler Curriculum. Trainer's Guide.	238p.	L2	ED 458 980
Innovations: The Comprehensive Infant Curriculum. A Self-Directed Teacher's Guide.	132p.	L2	ED 458 981
Innovations: The Comprehensive Toddler Curriculum. A Self-Directed Teacher's Guide.	133p.	L2	ED 458 982
Inside Secrets of Finding a Teaching Job.	200p.	L3	ED 459 142
The Internet Resource Directory for K-12 Teachers and Librarians. 2001-2002 Edition.	442p.	L3	ED 458 879
Language Acquisition and Learnability.			

(051) Guides - Classroom - Learner

Advancing Your Career: Concepts of Professional Nursing. Second Edition.
498p. L3 ED 458 402

Dilemmas in Foreign Aid: Debating U.S. Priorities, Policies, and Practices. Teacher's Resource Book and Student Text . Public Policy Debate in the Classroom. Choices for the 21st Century Education Program.
87p. L2 ED 459 138

Lifeprints ESL for Adults: Literacy. Multimedia Kit .
0p. L3 ED 458 844

Online Testing: The Dog Sat on My Keyboard.
6p. L2 ED 459 083

Partnering for Quality under the Workforce Investment Act: A Tool Kit for One-Stop System Building. Module 1: Reviewing System-Building Progress and Developing a Blueprint for WIA Transition. Trainer Manual with Participant Workbook.
110p. L1 ED 458 422

Partnering for Quality under the Workforce Investment Act: A Tool Kit for One-Stop System Building. Module 2: Partnering and Organizational Change. Trainer Manual with Participant Workbook.
149p. L1 ED 458 423

Partnering for Quality under the Workforce Investment Act: A Tool Kit for One-Stop System Building. Module 3: Collecting and Using Customer Feedback. Trainer Manual with Participant Workbook.
124p. L1 ED 458 424

Partnering for Quality under the Workforce Investment Act: A Tool Kit for One-Stop System Building. Module 4: Designing a System for the Delivery of Integrated Services. Trainer Manual with Participant Workbook.
107p. L1 ED 458 425

Partnering for Quality under the Workforce Investment Act: A Tool Kit for One-Stop System Building. Module 5: Building a Process for Continuous Improvement. Training Manual with Participant Workbook.
108p. L1 ED 458 426

Partnering for Quality under the Workforce Investment Act: A Tool Kit for One-Stop System Building. Summary of Tools.
44p. L1 ED 458 427

SPED 590 Peer Coaching Seminar: An Online Course about Peer Coaching.
81p. L1 ED 458 772

Teaching Latinos Everyday Language Skills. Instructor and Student Workbook.
368p. L3 ED 458 842

(052) Guides - Classroom - Teacher

Active Listening--Listen, Repeat, Do. Scans Plans Portfolio.
4p. L1 ED 458 830

Visual Communications Art. FasTrak Specialization Integrated Technical and Academic Competency (ITAC). Revised.	12p.	L1	ED 458 383
What Schools Need To Know: LGBT Students and the Law.	15p.	L1	ED 459 295
What We Know About: Helping Middle and High School Readers--Teaching and Learning Strategies across the Curriculum.	80p.	L3	ED 458 550
When Things Go Wrong: Managing Critical Incidents in Children's Services.	25p.	L2	ED 458 985
When Writers Read. Second Edition.	182p.	L3	ED 458 578
Writing Inventions: Identities, Technologies, Pedagogies.	287p.	L3	ED 458 592
Yoga Asanas for the Relief and Prevention of Carpal Tunnel Syndrome.	8p.	L1	ED 459 162
You Can Help Your Children in School. Videotape .	0p.	L3	ED 458 832
You Can Talk to Your Child's School. Videotape .	0p.	L3	ED 458 833
Zero Indifference: A How-To Guide for Ending Name-Calling in Schools.	16p.	L1	ED 459 297

(060) Historical Materials

Boyhood in America: An Encyclopedia. Volumes 1 and 2. The American Family.	845p.	L3	ED 459 113
Chronology of Milestones for Libraries and Adult Lifelong Learning and Literacy.	13p.	L1	ED 458 888
Classics in Literacy Education: Historical Perspectives for Today's Teachers.	147p.	L1	ED 458 568
The Egalitarian Marriages of Six Froebelian Leaders in Late Nineteenth Century America.	23p.	L1	ED 458 997
Girlhood in America: An Encyclopedia. Volumes 1 and 2. The American Family.	773p.	L3	ED 459 112
An Intellectual Biography of Ivan Illich.	116p.	L1	ED 458 393
Learning Disabilities: Historical Perspectives. Executive Summary.	9p.	L1	ED 458 756

	27p.	L1	ED 459 252
State Summary of New York. Ed Watch Online.	27p.	L1	ED 459 253
State Summary of North Carolina. Ed Watch Online.	27p.	L1	ED 459 254
State Summary of North Dakota. Ed Watch Online.	27p.	L1	ED 459 255
State Summary of Ohio. Ed Watch Online.	27p.	L1	ED 459 256
State Summary of Oklahoma. Ed Watch Online.	27p.	L1	ED 459 257
State Summary of Oregon. Ed Watch Online.	27p.	L1	ED 459 258
State Summary of Pennsylvania. Ed Watch Online.	27p.	L1	ED 459 259
State Summary of Rhode Island. Ed Watch Online.	27p.	L1	ED 459 260
State Summary of South Carolina. Ed Watch Online.	27p.	L1	ED 459 261
State Summary of South Dakota. Ed Watch Online.	27p.	L1	ED 459 262
State Summary of Tennessee. Ed Watch Online.	27p.	L1	ED 459 263
State Summary of Texas. Ed Watch Online.	27p.	L1	ED 459 264
State Summary of Utah. Ed Watch Online.	27p.	L1	ED 459 265
State Summary of Vermont. Ed Watch Online.	27p.	L1	ED 459 266
State Summary of Virginia. Ed Watch Online.	27p.	L1	ED 459 267
State Summary of Washington. Ed Watch Online.	27p.	L1	ED 459 268
State Summary of West Virginia. Ed Watch Online.	27p.	L1	ED 459 269
State Summary of Wisconsin. Ed Watch Online.	27p.	L1	ED 459 270
State Summary of Wyoming. Ed Watch Online.	27p.	L1	ED 459 271
Summary of the Nation. Ed Watch Online.	26p.	L1	ED 459 220
Truckee Meadows Community College Faculty & Staff Climate Survey, Fall 2000.			

Education and Training Policy Is Nurturing Lifelong Learning in Finland. CEDEFOP Panorama Series.	98p.	L1	ED 458 447
The Literacy Debates: What Are the Issues in New Zealand?	14p.	L1	ED 458 621
Live from the Writing Center: Technological Demands and Multiliterate Practice in a Virtual Writing Center.	118p.	L1	ED 458 597
The Majors Fair: Helping College Students Decide on Majors.	12p.	L1	ED 458 486
Making Afterschool Count: Communities & Schools Working Together, 2001.	34p.	L2	ED 458 940
Marketing ACE in Victoria.	60p.	L1	ED 458 373
Meeting the Need. Save the Children 1999 Annual Report.	45p.	L1	ED 458 962
Milestones in Rural Education, 1950-2000. A SERVE Special Report.	10p.	L1	ED 459 057
Mission College Educational and Facilities Master Plan.	573p.	L1	ED 458 929
The Moral Stake in Education: Contested Premises and Practices.	304p.	L3	ED 459 180
Multicultural Education: A Caring-Centered, Reflective Approach.	284p.	L3	ED 459 177
National Education Summit, 2001 Briefing Book.	63p.	L1	ED 459 293
North Carolina Child Health Report Card, 2001.	7p.	L1	ED 459 010
100 Days of Learning in Place: How a Small School Utilized "Place-Based" Learning To Master State Academic Standards.	13p.	L1	ED 459 023
One Kid at a Time: Big Lessons from a Small School. Series on School Reform. The Series on School Reform.	171p.	L3	ED 459 051
Overview of State Certification/Chartering Criteria for One-Stop Career Centers. Matrices and Final Narrative.	147p.	L1	ED 458 372
Part-Time Faculty.	10p.	L1	ED 458 848
Performance Accountability Report, 2001: Maryland Public Colleges and Universities. Volumes 1 and 2.	497p.	L1	ED 458 852
Pioneer Mentoring in Teacher Preparation: From the Voices of Women Religious.	195p.	L3	ED 459 178

and Strong Communities.	43p.	L1	ED 458 355
Higher Education Staff.	8p.	L1	ED 458 847
A Holland Perspective on the U.S. Workforce from 1960-1990. Technical Report.	24p.	L1	ED 458 417
Household Food Security Study Summaries. 2001 Edition.	103p.	L2	ED 458 961
How Does Teacher Reflection Affect Teaching Practices? Follow-Up Study.	26p.	L1	ED 458 527
Hungary: Secondary Education and Training. Secondary Education Series.	18p.	L1	ED 459 131
ICT Europe.edu: Information and Communication Technology in European Education Systems. Survey 4.	165p.	L1	ED 458 871
The Identification of "Need" in Reading.	10p.	L1	ED 458 533
Identifying Assessment Needs of Student Affairs Professionals Using a Web-Based Survey.	15p.	L1	ED 458 465
Impact of Two-Way Bilingual Elementary Programs on Students' Attitudes toward School and College.	42p.	L1	ED 458 822
Improving Career Self-Efficacy in Emerging Adults with Limited Life Experiences.	7p.	L1	ED 458 491
Improving School Accountability Measures. NBER Working Paper Series.	58p.	L1	ED 459 189
Improving Standards of Literacy and Numeracy in the Early Years of Primary School: Preliminary Findings from the National Evaluation of the Early Intervention Programme in Scotland.	7p.	L2	ED 458 606
Improving Student Teachers' Reflection and Personal Practical Knowledge.	15p.	L1	ED 459 146
In Control: Anger Management and the Development of Prosocial Behavior.	14p.	L1	ED 458 476
In the Teacher/Service/Scholar Model: What Is Valued as "Teaching" in the Promotion and Tenure Process?	12p.	L1	ED 459 153
Increasing and Decreasing Anxiety: A Study of Doctoral Students in Education Research Courses.	18p.	L1	ED 459 214

The Impact of Quantum Theoretical Models of Consciousness on the Study of Education.	22p.	L1	ED 459 104
Improving Career Self-Efficacy in Emerging Adults with Limited Life Experiences.	7p.	L1	ED 458 491
Improving Standards of Literacy and Numeracy in the Early Years of Primary School: Preliminary Findings from the National Evaluation of the Early Intervention Programme in Scotland.	7p.	L2	ED 458 606
Improving Student Achievement: Some Structural Incompatibilities.	32p.	L1	ED 458 692
In Control: Anger Management and the Development of Prosocial Behavior.	14p.	L1	ED 458 476
"In Loco Communitas": Service-Learning and the Liberal Arts.	26p.	L1	ED 458 654
Increasing and Decreasing Anxiety: A Study of Doctoral Students in Education Research Courses.	18p.	L1	ED 459 214
The Influence of a Mandatory School Uniform Policy.	13p.	L1	ED 458 695
Influence of Achievement Beliefs on Adolescent Girls' Sport Confidence Sources.	25p.	L1	ED 458 478
Integrating Four Courses into a 12 Credit Hour Block of Instruction in an On-Line Format as Part of a Master's Program in Educational Administration.	33p.	L1	ED 458 864
Integrating Psychology and Spirituality during Career Exploration.	7p.	L1	ED 458 489
Integrating Teaching and Scholarship in Psychology of Aging.	17p.	L1	ED 458 507
Interaction: The Key to Successful Distance Learning.	9p.	L1	ED 458 870
Interculturality in an Urban Setting.	13p.	L1	ED 458 815
Intimate Partner Violence among Unmarried College Women.	34p.	L1	ED 458 501
Introduction to SCALE-UP: Student-Centered Activities for Large Enrollment University Physics.	13p.	L1	ED 459 062
Is Communication Free from Domination Possible in English Post-Compulsory Education?	12p.	L1	ED 458 665
Japanese International Students' Attitudes toward Acquaintance			

	255p.	L3	ED 458 808
Language Planning in Nepal, Taiwan and Sweden. Multilingual Matters.	207p.	L3	ED 458 804
Leadership A to Z: A Guide for the Appropriately Ambitious. Jossey-Bass Business & Management Series.	332p.	L1	ED 458 690
Learning through Literacy: Adapting Novels by Roald Dahl for Students in Self-Contained or Inclusive Classrooms. The Professional Growth Series.	115p.	L3	ED 458 528
Library Off-Site Shelving: Guide for High-Density Facilities.	241p.	L3	ED 458 877
A Life Long of Learning: Elements for a Policy Agenda. The Six Key Messages of the European Memorandum in a Dutch Perspective.	131p.	L1	ED 458 435
Literacy and the Curriculum: Success in Senior Secondary Schooling.	200p.	L3	ED 458 517
Literary Pathways: Selecting Books To Support New Readers.	217p.	L3	ED 458 549
Lives in Context: The Art of Life History Research.	272p.	L3	ED 459 117
Living (and Teaching) in an Unjust World: New Perspectives on Multicultural Education.	224p.	L3	ED 459 111
Making Learning Happen: Strategies for an Interactive Classroom.	112p.	L3	ED 458 588
More Infant and Toddler Experiences.	186p.	L2	ED 458 934
Multicultural Education: A Caring-Centered, Reflective Approach.	284p.	L3	ED 459 177
The Multigenre Research Paper: Voice, Passion, and Discovery in Grades 4-6.	150p.	L3	ED 458 575
The Nature of Transformation: Environmental Adult Education. Second Edition.	106p.	L3	ED 458 371
Necessary but Not Sufficient: The Respective Roles of Single and Multiple Influences on Individual Development.	439p.	L3	ED 458 964
99 Jumpstarts to Research: Topic Guides for Finding Information on Current Issues.	227p.	L3	ED 458 882
One Kid at a Time: Big Lessons from a Small School. Series on School Reform. The Series on School Reform.	171p.	L3	ED 459 051

The Arctic National Wildlife Refuge: Many Alternatives and One Choice To Make. Lesson Plan.	9p.	L1	ED 459 098
Brave New Voices: The YOUTH SPEAKS Guide to Teaching Spoken Word Poetry.	120p.	L3	ED 458 653
Brazil 500 Years: Crossing Boundaries from Cabral to the Third Millennium (July 7-August 12, 2000). Fulbright-Hays Summer Seminars Abroad Program, 2000 (Brazil).	506p.	L1	ED 459 116
Building Character in Schools Resource Guide. The Jossey-Bass Education Series.	159p.	L3	ED 458 515
Buying a Car: Using On-Line Tools. Technology Update.	17p.	L1	ED 458 391
Certificates in English Language Literacies (CELL). ARIS Information Sheet.	6p.	L1	ED 458 836
CNN Newsroom Classroom Guides, November 2001.	88p.	L2	ED 458 873
A Command Economic System. Lesson Plan.	6p.	L1	ED 459 102
Completing Interviews. Scans Plans Portfolio.	4p.	L1	ED 458 829
Coping with Multiple Calculator Models in College Algebra.	20p.	L1	ED 459 080
Critical Encounters in High School English: Teaching Literary Theory to Adolescents. Language and Literacy Series.	216p.	L3	ED 458 579
Dilemmas in Foreign Aid: Debating U.S. Priorities, Policies, and Practices. Teacher's Resource Book and Student Text . Public Policy Debate in the Classroom. Choices for the 21st Century Education Program.	87p.	L2	ED 459 138
Fitness Day. Lesson Plan.	6p.	L1	ED 459 100
Guided Comprehension: A Teaching Model for Grades 3-8.	310p.	L1	ED 458 563
Guided Reading: A How-To for All Grades. K-12.	179p.	L2	ED 458 524
Holiday Market Basket Information. Lesson Plan.	6p.	L1	ED 459 099
Homespun: Teaching Local History in Grades 6-12.	192p.	L3	ED 459 108
The Human Rights Education Handbook: Effective Practices for Learning, Action, and Change. Human Rights Education Series, Topic Book.			

Lives in Context: The Art of Life History Research.
272p. L3 ED 459 117

(070) Informational Analyses - General

The 2000 Census and Growth Patterns in Rural America. The Main Street Economist: Commentary on the Rural Economy.
5p. L1 ED 459 040

Achieving Life Balance: Myths, Realities, and Developmental Perspectives. Information Series.
46p. L1 ED 458 420

Addressing the Issue of Disproportionate Representation: Identification and Assessment of Culturally Diverse Students with Emotional or Behavioral Disorders. Fourth CCBD Mini-Library Series: Addressing the Diverse Needs of Children and Youth with Emotional/Behavioral Disorders--Programs that Work.
74p. L2 ED 458 779

After Trauma: Rebuild a Life through Career Narratives.
10p. L1 ED 458 483

Animal Abuse and Youth Violence. Juvenile Justice Bulletin.
17p. L1 ED 458 503

Applied Linguistics in the Philippines.
11p. L1 ED 458 792

Assessing the Rationales for Educational Reforms: A Test of the Professional Development, Comprehensive Reform, and Direct Instruction Hypotheses. Policy Research Report.
40p. L1 ED 458 641

Barriers to Equal Education for Aboriginal Learners: A Review of the Literature. A BC Human Rights Commission Report.
72p. L1 ED 459 020

Brain Research and Childhood Education: Implications for Educators.
75p. L2 ED 458 943

Broadening the Bounds of Youth Development: Youth as Engaged Citizens.
24p. L1 ED 459 089

The Challenges of Gangs and Youth Violence in the Schools. Fourth CCBD Mini-Library Series: Addressing the Diverse Needs of Children and Youth with Emotional/Behavioral Disorders--Programs That Work.
54p. L2 ED 458 773

Challenges to the Definition of Resilience.
20p. L1 ED 458 498

The Child at School: Interactions with Peers and Teachers. Texts in Developmental Psychology.
256p. L3 ED 458 951

Children of Immigration. The Developing Child Series.
206p. L3 ED 459 307

Classification of Learning Disabilities: An Evidence-Based

12p. L1 ED 458 900

UA Key Student Outcomes Indicators: A Comparative Analysis of Alumni Survey Responses by Survey Year Cohort & College, 1997-2000.
181p. L1 ED 459 203

Vocational Education and Training in Belgium. Second Edition.
145p. L1 ED 458 448

Washington Kids Count County and City Profiles of Child and Family Well-Being: 2001 Statewide Summaries.
172p. L2 ED 459 003

West Virginia KIDS COUNT Data Book: 2000 County Profiles of Child Well-Being.
193p. L1 ED 458 960

Wilmington Kids Count Fact Book, 2001.
88p. L1 ED 458 991

Youth Risk Behavior Survey of High School Students Attending Bureau Funded Schools, 2001.
84p. L1 ED 459 056

(120) Opinion Papers

Achieving Life Balance: Myths, Realities, and Developmental Perspectives. Information Series.
46p. L1 ED 458 420

Advanced Studies in EFL Teaching.
31p. L1 ED 458 794

After Welfare Reform and an Economic Boom: Why Is Child Poverty Still So Much Higher in the U.S. Than in Europe?
24p. L1 ED 459 296

Alcohol: Controlling the Toxic Spill. An Issue Book for National Issues Forums.
33p. L1 ED 459 126

Applying the Principles of Youth Development to Youth Opportunities Grants, WIA Formula Funded Programs & Community-Based Youth Programs.
14p. L2 ED 458 429

Aristotle in the Classroom: A Rhetorical Bridge between Literature and Composition.
10p. L1 ED 458 624

Assessing For Profit Schools.
10p. L1 ED 458 675

Assessing Methods of Teaching in the Elementary School.
9p. L1 ED 458 589

"Based on a True-Story": Using "The Ballad of Frankie Silver" To Teach the Conventions of Narrative.
11p. L1 ED 458 620

Basic Skills and Technology--Not a Contradiction, but a Completion.
11p. L1 ED 459 059

Political Learning in the Historical Context. International Studies in Political Socialisation and Political Education.	137p.	L3	ED 459 087
Practical Model and Protocol for Interpreting MCMI-III Results to Clients.	10p.	L1	ED 458 453
Preventing and Reporting Resident Abuse in Assisted Living: A Learning Module for Resident Assistants.	22p.	L1	ED 458 398
Principles and Practise of Fair Assessment.	13p.	L1	ED 459 309
Project CATALIST (Collaborative Accommodations Training Accenting Local Instructional Strategies and Technology.) Grant Performance Report for Continuation Funding, Fiscal Year 1997. Postsecondary Education Programs for Individuals with Disabilities.	319p.	L1	ED 458 726
Promoting Employment in Public Housing Communities: Learning from the Jobs-Plus Demonstration. Policy Brief.	8p.	L1	ED 458 390
Psychologists in Partnership with Criminal Justice in American Public Schools: A Match Made in Heaven or a Marriage from Hell?	23p.	L1	ED 459 276
Quality Information--Informed Choices: Advancing the Workforce Information System. Secretary of Labor's Workforce Information System Plan for Federal Fiscal Years 2001-2005.	20p.	L1	ED 458 430
Quest for Excellence: The Future of Early Child Care in Kansas.	29p.	L1	ED 458 976
Reading across the Region. Topics in Early Reading Coherence.	9p.	L1	ED 458 553
Reading and the Three Cueing Systems. Topics in Early Reading Coherence.	5p.	L1	ED 458 554
Reading Lives: Working-Class Children and Literacy Learning. Language and Literacy Series.	180p.	L3	ED 459 284
Red Flags: Research Raises Concerns about the Impact of "Welfare Reform" on Child Maltreatment.	42p.	L1	ED 459 282
Relationships between In-Course Alignment Indicators and Post-Course Criteria of Quality Teaching and Learning in Higher Education.	9p.	L1	ED 458 863
Results That Matter: An Approach to Program Quality Using Equipped for the Future.	36p.	L1	ED 458 397
The Role of Education in Preventing Ethnic Conflicts: The Case			

The Influence of a Mandatory School Uniform Policy.	13p.	L1	ED 458 695
Influence of Achievement Beliefs on Adolescent Girls' Sport Confidence Sources.	25p.	L1	ED 458 478
Informal/Formal Learning and Workload among Ontario Secondary School Teachers. NALL Working Paper.	42p.	L1	ED 459 170
Interculturality in an Urban Setting.	13p.	L1	ED 458 815
Intimate Partner Violence among Unmarried College Women.	34p.	L1	ED 458 501
Introduction to SCALE-UP: Student-Centered Activities for Large Enrollment University Physics.	13p.	L1	ED 459 062
An Investigation into How Corpus Analysis May Be Used in the Second Language Classroom To Solve Some of the Problems Surrounding Non-Native Speakers' Understanding of Seemingly Synonymous Words.	17p.	L1	ED 458 795
The Involvement of Lay Advocates in Due Process Hearings. Quick Turn Around (QTA).	9p.	L1	ED 458 753
Issues Concerning Public School Dropouts in South Texas.	59p.	L1	ED 458 705
Japanese International Students' Attitudes toward Acquaintance Rape.	19p.	L1	ED 458 512
Journalism and Mass Communication Educators' Career Choices: When and Why They Entered College Teaching.	31p.	L1	ED 458 645
Judging the Judges: An Analysis of Ballots in Impromptu and Extemporaneous Speaking.	18p.	L1	ED 458 634
Key Elements of Quality Schools: A Survey of Teachers, Students and Principals. The MetLife Survey of the American Teacher, 2001.	198p.	L1	ED 459 152
Lane Community College Student Follow-Up Study, Spring 2001. 1999-2000 Students: One Year Later.	98p.	L1	ED 458 908
Language Experience and the Representation of Phonology in an Unknown Language.	18p.	L1	ED 458 823
Learning To Compete: Education, Training & Enterprise in Ghana, Kenya & South Africa. Education Research.	114p.	L1	ED 458 418
Linking Service-Learning and School-to-Work: Policy,			

Rape.	19p.	L1	ED 458 512
Journalism and Mass Communication Educators' Career Choices: When and Why They Entered College Teaching.	31p.	L1	ED 458 645
Judging Evidence of the Validity of the National Assessment of Educational Progress Achievement Levels.	40p.	L1	ED 459 212
Judging the Judges: An Analysis of Ballots in Impromptu and Extemporaneous Speaking.	18p.	L1	ED 458 634
Judgments in Identifying and Teaching Children with Language-Based Reading Difficulties. Executive Summary.	10p.	L1	ED 458 761
Language Experience and the Representation of Phonology in an Unknown Language.	18p.	L1	ED 458 823
Learning Disabilities as Operationally Defined by Schools. Executive Summary.	10p.	L1	ED 458 759
Learning Disabilities: Historical Perspectives. Executive Summary.	9p.	L1	ED 458 756
Levinas: The Face of Otherness and the Ethics of Therapy.	11p.	L1	ED 458 457
Linking Writing to the Process of Scientific Inquiry: Strategies from Writing Teachers in the Disciplines.	13p.	L1	ED 458 655
Literacies, Contexts and Practices: Public Devices for Their Definition.	17p.	L1	ED 458 544
Literacy at Transition: The Problem of the Developing Writer.	14p.	L1	ED 458 614
The Literacy Debates: What Are the Issues in New Zealand?	14p.	L1	ED 458 621
Live from the Writing Center: Technological Demands and Multiliterate Practice in a Virtual Writing Center.	118p.	L1	ED 458 597
The Majors Fair: Helping College Students Decide on Majors.	12p.	L1	ED 458 486
Manifestations, Treatment Implications and Speech-Language Consideration in Gorlin Syndrome: A Case Study.	10p.	L1	ED 458 748
Measuring Counselor Competence with Lesbian/Gay/Bisexual Clients: Implications for Multicultural Training.	15p.	L1	ED 458 454
Measuring Knowledge of Introductory Psychology: What Are the			

The Paraprofessional's Guide to the Inclusive Classroom: Working as a Team. Second Edition.	160p.	L3	ED 459 165
Pathways to Career Success for Minorities: A Resource Guide to Colleges, Financial Aid, and Work.	378p.	L3	ED 458 403
Placed and Paid For: Supporting Families through Sponsored Day Care. Studies in Evaluating the Children Act 1989.	139p.	L3	ED 458 953
Political Learning in the Historical Context. International Studies in Political Socialisation and Political Education.	137p.	L3	ED 459 087
The Politics of Language: Conflict, Identity, and Cultural Pluralism in Comparative Perspective.	229p.	L3	ED 458 805
Proceedings of the International Conference on Dublin Core and Metadata Applications, 2001 and Presentation Materials (9th, Tokyo, Japan, October 24-26, 2001).	433p.	L3	ED 458 883
Professional Communities and the Work of High School Teaching.	192p.	L3	ED 459 157
Proving and Improving: Strategies for Assessing the First College Year. The First-Year Experience Monograph Series.	127p.	L2	ED 458 855
Quicker, Better, Cheaper? Managing Performance in American Government.	635p.	L2	ED 458 414
Reading Lives: Working-Class Children and Literacy Learning. Language and Literacy Series.	180p.	L3	ED 459 284
Reeducating the Educator: Global Perspectives on Community Building. SUNY Series, Teacher Preparation and Development.	242p.	L3	ED 459 166
Reemployment Bonuses in the Unemployment Insurance System: Evidence from Three Field Experiments.	304p.	L2	ED 458 385
Religion & Public Schools: Striking a Constitutional Balance. Revised Edition.	243p.	L3	ED 458 678
Research Review for School Leaders. Volume III.	386p.	L3	ED 458 708
The Research Workshop: Bringing the World into Your Classroom.	224p.	L3	ED 459 163
The Results Fieldbook: Practical Strategies from Dramatically Improved Schools.	162p.	L2	ED 458 722
Scribble Scrabble--Learning To Read and Write: Success with			

172p. L2 ED 459 128

Identifying Skills and Personal Qualities. Scans Plans Portfolio.
4p. L1 ED 458 827

Innovations: The Comprehensive Infant & Toddler Curriculum. Trainer's Guide.
238p. L2 ED 458 980

Law of Empires.
18p. L1 ED 459 106

Learning through Literacy: Adapting Novels by Roald Dahl for Students in Self-Contained or Inclusive Classrooms. The Professional Growth Series.
115p. L3 ED 458 528

LEP Parent Involvement Project: A Guide for Connecting Immigrant Parents and Schools.
183p. L1 ED 458 831

Lesson on Demand. Lesson Plan.
5p. L1 ED 459 103

Lessons of Liberty: Veterans Day 2001 Teacher's Guide.
20p. L1 ED 459 109

Lifeprints ESL for Adults: Literacy. Multimedia Kit .
0p. L3 ED 458 844

Make It and Take It: Computer-Based Resources for Lesson Planning.
43p. L1 ED 458 843

Making Learning Happen: Strategies for an Interactive Classroom.
112p. L3 ED 458 588

Measurement, Ratios, and Graphing: Safety First. A Lesson Guide with Activities in Mathematics, Science, and Technology. NASA CONNECT.
36p. L1 ED 459 064

The NASA "Why?" Files: The Case of the Barking Dogs. Program 2 in the 2000-2001 Series.
58p. L1 ED 459 066

The NASA "Why?" Files: The Case of the Challenging Flight. Program 4 in the 2000-2001 Series.
69p. L1 ED 459 068

The NASA "Why?" Files: The Case of the Electrical Mystery. Program 3 in the 2000-2001 Series.
60p. L1 ED 459 067

The NASA "Why?" Files: The Case of the Unknown Stink. Program 1 in the 2000-2001 Series.
33p. L1 ED 459 065

The Nature of Transformation: Environmental Adult Education. Second Edition.
106p. L3 ED 458 371

Newcomers and the Environment: ESL Textbook with Teaching Guide--Answer Key and ESL Textbook. Advanced Level.

Evaluation. Executive Summary.	9p.	L1	ED 458 762
Classroom Activities To Enhance Student Learning about Diversity Issues.	9p.	L1	ED 458 456
Conflict Management: Cues and Implications for Managers from Conflict Research.	69p.	L1	ED 458 415
Critical Theory & Textual Arguments: Expanding Habermas's Analysis of Literary Claims.	13p.	L1	ED 458 646
Culturally and Linguistically Diverse Students with Behavioral Disorders. Fourth CCBD Mini-Library Series: Addressing the Diverse Needs of Children and Youth with Emotional/Behavioral Disorders--Programs That Work.	80p.	L2	ED 458 778
The Cutting Edge for Counselors: Licensure.	10p.	L1	ED 458 492
Dealing with Behaviors Perceived as Unacceptable in Schools: The Interim Alternative Educational Setting Solution. Fourth CCBD Mini-Library Series: Addressing the Diverse Needs of Children and Youth with Emotional/Behavioral Disorders--Programs That Work.	40p.	L2	ED 458 774
Discrepancy Models in the Identification of Learning Disability. Executive Summary.	9p.	L1	ED 458 758
Do School Facilities Really Impact a Child's Education? IssueTrak: A CEFPI Brief on Educational Facility Issues.	7p.	L1	ED 458 791
Early Identification and Intervention for Young Children with Reading/Learning Disabilities. Executive Summary.	11p.	L1	ED 458 757
Educating Minds and Hearts: Social Emotional Learning and the Passage into Adolescence. Series on Social Emotional Learning.	216p.	L3	ED 458 945
Education, Disability, and Juvenile Justice: Recommended Practices. Fourth CCBD Mini-Library Series: Addressing the Diverse Needs of Children and Youth with Emotional/Behavioral Disorders--Programs That Work.	49p.	L2	ED 458 775
Electronic Discourses in a Graduate Seminar: MOO Conferences as Liminal Discursive Spaces.	11p.	L1	ED 458 635
European Structures of Qualification Levels: A Synthesis Based on Reports on Recent Developments in Germany, Spain, France, the Netherlands and the United Kingdom (England and Wales). Volume 1. CEDEFOP Reference Series.	122p.	L1	ED 458 444
European Structures of Qualification Levels: Reports on Recent			

The Brain and Reading. Topics in Early Reading Coherence.	4p.	L1	ED 458 557
Campland: Racial Segregation of Roma in Italy. Country Reports Series.	115p.	L1	ED 459 274
Career Frontiers: New Conceptions of Working Lives.	290p.	L3	ED 458 387
Children's Rights: A Quote from Toyohiko Kagawa.	8p.	L1	ED 458 937
Collaboration for Educational Change.	14p.	L1	ED 458 674
Coming to Terms with the Past: Lessons from War-Torn Countries.	12p.	L2	ED 458 494
Competency-Based Behavioral Interviewing: How To Prepare and Win!	7p.	L1	ED 458 484
Composition and Sustainability: Teaching for a Threatened Generation. Refiguring English Studies.	274p.	L1	ED 458 601
The Contributions of Rebecca Caudill and Dorothy Hoobler to Appalachian Literature for Young Adults.	11p.	L1	ED 458 662
Critical Encounters in High School English: Teaching Literary Theory to Adolescents. Language and Literacy Series.	216p.	L3	ED 458 579
Cultural Pluriformity: Source of Civilization, Source of Conflicts.	9p.	L1	ED 459 090
Dancing with Words: Helping Students Love Language through Authentic Vocabulary Instruction.	151p.	L1	ED 458 595
Decoding and the Jabberwocky's Song. Topics in Early Reading Coherence.	5p.	L1	ED 458 556
Developing a Reading Community.	8p.	L1	ED 458 521
Discipline for Life: Getting It Right with Children.	282p.	L2	ED 458 959
Dixie Goswami and Write To Change: Connecting Learners.	8p.	L1	ED 458 625
E-Commerce and Education. Graduate Paper Series on Electronic Commerce.	12p.	L1	ED 459 013
Early Childhood Education as a Contact Zone--Emergent Indigenous Leadership in Australia and Canada.	6p.	L1	ED 459 026

of Roma in the Czech Republic. GSFI Occasional Paper.	59p.	L1	ED 459 278
Running To Keep in Place: The Continuing Evolution of Our Nation's Child Welfare System. Occasional Paper. Assessing the New Federalism: An Urban Institute Program To Assess Changing Social Policies.	33p.	L1	ED 459 281
The Rural School and Community Trust Annual Report, 2001.	17p.	L1	ED 459 032
Rural Schools on the Prairie Turn to Land for Learning and Inspiration. Rural Trust Featured Project.	13p.	L1	ED 459 055
School Vouchers: Publicly Funded Programs in Cleveland and Milwaukee. Report to the Honorable Judd Gregg, U.S. Senate.	56p.	L1	ED 459 288
Segregation in the Boston Metropolitan Area at the End of the 20th Century.	39p.	L1	ED 459 292
Skills and Cognition: The "Phonics" of Academic Literacy?	18p.	L1	ED 458 585
South Dakota's Libraries--Building Toward 2002: A Statewide Plan for the Development of Library and Information Services, 1998-2002.	17p.	L1	ED 458 889
State of the World's Newborns: A Report from Saving Newborn Lives.	59p.	L1	ED 458 972
The State of Washington's Children, Fall 2001. Ninth Annual Report .	70p.	L2	ED 458 965
Strategic Plan for Standards-Based Reform. Report of Progress.	52p.	L1	ED 458 682
Strategies and Procedures for Designing Proactive Interventions with a Culturally Diverse Population of Students with Emotional or Behavioral Disorders and Their Families/Caregivers. Fourth CCBD Mini-Library Series: Addressing the Diverse Needs of Children and Youth with Emotional/Behavioral Disorders--Programs That Work.	35p.	L2	ED 458 777
Successful Early Childhood Indigenous Leadership.	8p.	L1	ED 459 027
Summing Up: Australian Numeracy Performances, Practices, Programs and Possibilities.	42p.	L2	ED 459 058
Sustaining Speaking across the Curriculum Programs.	13p.	L1	ED 458 666
Teaching in Common: Challenges to Joint Work in Classrooms and Schools. The Series on School Reform.	185p.	L3	ED 458 626

Partnerships and Practice To Help All Students Succeed.
33p. L1 ED 458 441

Literacy at Transition: The Problem of the Developing Writer.
14p. L1 ED 458 614

Maine Reading Recovery R : State Report & Evaluation, 1998-2000.
45p. L1 ED 458 522

Making Standards Meaningful: High School Reform Efforts in Washington State. Making Standards Work, 2001.
66p. L2 ED 459 188

Manifestations, Treatment Implications and Speech-Language Consideration in Gorlin Syndrome: A Case Study.
10p. L1 ED 458 748

Measuring Counselor Competence with Lesbian/Gay/Bisexual Clients: Implications for Multicultural Training.
15p. L1 ED 458 454

Measuring Knowledge of Introductory Psychology: What Are the Relevant Constructs?
31p. L1 ED 459 200

MediaQuotient TM : National Survey of Family Media Habits, Knowledge, and Attitudes.
103p. L1 ED 458 938

A Model of Mathematics Achievement Using Proficiency Scores.
23p. L1 ED 459 216

Money and Politics: Who Owns Democracy? NIF Report on the Issues, 2001.
31p. L1 ED 459 123

A National Study of the Supply and Demand for Teachers of Agricultural Education in 1996-1998.
56p. L1 ED 458 358

Needs Assessment of the Healthcare Sector in the Washington, D.C., Metropolitan Area. Research Report. Business Needs Assessment Study.
60p. L1 ED 458 912

Nominalized Writing: Approximating Academic Register.
16p. L1 ED 458 813

Non-Returning Developmental English Students at NVCC, Fall 2000. Research Report.
42p. L1 ED 458 909

NVCC Students in Developmental and ESL Courses: Fall 1995 to Fall 1999. Research Report. Developmental Studies Series.
29p. L1 ED 458 905

Orientation and Retention of Counseling PhD Students: A Qualitative Study.
12p. L1 ED 458 513

Our Children's Songs: American Indian Students and the Schools.
8p. L1 ED 459 045

Overview of Management Development Support for SME Growth in the

Relevant Constructs?
31p. L1 ED 459 200

More Parental Choice in Europe? Overview of Effectiveness Differences between Religious Schools and Public Schools in Several European Societies.
22p. L1 ED 458 709

Moving beyond the Rhetoric: Developing Writing Competency for Global Changes in Higher Education.
22p. L1 ED 458 611

"Mythos" East and West: The Mythic Conceptions of Soul, Rebirth, and Salvation in the "Phaedrus" and the "Bhagavad Gita."
15p. L1 ED 458 647

Narrative Translation across Cultures: From the "Bhagavad Gita" to "The Legend of Bagger Vance."
16p. L1 ED 458 648

The Necessary Fundamental Algebraic Competence in the Age of Computer Algebra Systems.
37p. L1 ED 459 060

A New Pathway for Teacher Training: Site-Based/Electronic Learning/Teacher Reading.
8p. L1 ED 458 613

Nobody's Business? Professional Writing and the Politics of Correctness.
11p. L1 ED 458 617

Nominalized Writing: Approximating Academic Register.
16p. L1 ED 458 813

Orientation and Retention of Counseling PhD Students: A Qualitative Study.
12p. L1 ED 458 513

Originality and Creativity.
9p. L1 ED 458 582

Our Grandmother of the Shawnee: Messages of a Female Deity.
25p. L1 ED 458 615

Parent-Child Communication and Its Perceived Effects on the Young Child's Developing Self-Concept.
27p. L1 ED 458 631

Parenting Practices and Children's Participation in Planning.
9p. L1 ED 458 996

A Path to Literacy: Empowering Students in Your Classroom.
14p. L1 ED 458 540

Patterns of Drug Use: The Role of Dichotomous Conceptualizations.
12p. L1 ED 458 463

Perceived Counselor Acculturation Levels: Their Pertinence to Caucasian Client Expectations.
33p. L1 ED 458 477

Phonics Exposed: Understanding and Resisting Systematic Direct Intense Phonics Instruction.

Diverse Teachers, Children, and Families.	168p.	L3	ED 458 946
Social Studies for the Elementary and Middle Grades: A Constructivist Approach.	480p.	L3	ED 459 110
Supporting Drama and Imaginative Play in the Early Years. Supporting Early Learning.	171p.	L3	ED 458 942
Supporting Struggling Readers and Writers: Strategies for Classroom Intervention 3-6.	264p.	L3	ED 458 548
Supporting Young Learners 3: Ideas for Child Care Providers and Teachers.	397p.	L2	ED 458 992
Teacher Self: The Practice of Humanistic Education.	168p.	L3	ED 459 179
Teaching Idea Development: A Standards-Based Critical-Thinking Approach to Writing.	134p.	L2	ED 458 580
Teaching in Common: Challenges to Joint Work in Classrooms and Schools. The Series on School Reform.	185p.	L3	ED 458 626
Teaching Latinos Everyday Language Skills. Instructor and Student Workbook.	368p.	L3	ED 458 842
Teaching Virtues: Building Character across the Curriculum. A Scarecrow Education Book.	182p.	L1	ED 459 015
Technology-Enhanced Learning Environments. Case Studies in TESOL Practice Series.	192p.	L2	ED 458 793
Transition Education and Services for Adolescents with Disabilities. Third Edition.	422p.	L3	ED 458 389
Travel, Sabbatical, and Study Leave Policies in College Libraries. CLIP Note.	110p.	L3	ED 458 881
What It Takes To Be a Teacher: The Role of Personal and Professional Development.	192p.	L3	ED 459 156
What Schools for the Future? Education and Skills.	246p.	L1	ED 458 717
When Change Is Set in Stone: An Analysis of Seven Academic Libraries Designed by Perry Dean Rogers & Partners, Architects.	103p.	L3	ED 458 876
When I Whisper, Nobody Listens: Helping Young People Write about Difficult Issues.	136p.	L3	ED 458 598

	138p.	L1	ED 458 841
Newcomers and the Environment: Teaching Guide--Answer Key and ESL Textbook. Intermediate Level.	85p.	L1	ED 458 840
Nosotras viviremos. Los consejos: A Capacity Building Training Manual for Working with Latina Farmworking Mothers and Mentors of Girls.	138p.	L2	ED 459 144
Nosotras viviremos. Los consejos: Un manual de capacitacion para trabajar con madres latinas campesinas (A Capacity Building Training Manual for Working with Latina Farmworking Mothers and Mentors of Girls).	138p.	L2	ED 459 181
NOVA R Fall 2001 Teacher's Guide.	55p.	L1	ED 459 073
Online Testing: The Dog Sat on My Keyboard.	6p.	L2	ED 459 083
The Paper Airplane Challenge: A Market Economy Simulation. Lesson Plan.	6p.	L1	ED 459 101
Partnering for Quality under the Workforce Investment Act: A Tool Kit for One-Stop System Building. Module 1: Reviewing System-Building Progress and Developing a Blueprint for WIA Transition. Trainer Manual with Participant Workbook.	110p.	L1	ED 458 422
Partnering for Quality under the Workforce Investment Act: A Tool Kit for One-Stop System Building. Module 2: Partnering and Organizational Change. Trainer Manual with Participant Workbook.	149p.	L1	ED 458 423
Partnering for Quality under the Workforce Investment Act: A Tool Kit for One-Stop System Building. Module 3: Collecting and Using Customer Feedback. Trainer Manual with Participant Workbook.	124p.	L1	ED 458 424
Partnering for Quality under the Workforce Investment Act: A Tool Kit for One-Stop System Building. Module 4: Designing a System for the Delivery of Integrated Services. Trainer Manual with Participant Workbook.	107p.	L1	ED 458 425
Partnering for Quality under the Workforce Investment Act: A Tool Kit for One-Stop System Building. Module 5: Building a Process for Continuous Improvement. Training Manual with Participant Workbook.	108p.	L1	ED 458 426
Partnering for Quality under the Workforce Investment Act: A Tool Kit for One-Stop System Building. Summary of Tools.	44p.	L1	ED 458 427
Peer Coaching Training Manual: Lecture and Slides.	87p.	L1	ED 458 771
Poems by Adolescents and Adults: A Thematic Collection for			

Developments in Germany, Spain, France, the Netherlands and in the United Kingdom (England and Wales). Volume 3.	62p.	L1	ED 458 446
European Structures of Qualification Levels: Reports on Recent Developments in Germany, Spain, France, the Netherlands and in the United Kingdom (England and Wales). Volume II.	273p.	L1	ED 458 445
The Evidence in Hand: Report of the Task Force on the Artifact in Library Collections. Optimizing Collections and Services for Scholarly Use.	125p.	L1	ED 458 887
Exploration of the Emotional Avenues of Career Change.	11p.	L1	ED 458 487
Financing, Efficiency, and Equity in Albanian Education. World Bank Technical Paper.	111p.	L2	ED 458 723
A Fragile Foundation: State Child Care Assistance Policies.	227p.	L2	ED 458 994
Heaven's Door: Immigration Policy and the American Economy.	263p.	L3	ED 459 299
The Impact of Aging on Education.	14p.	L1	ED 458 405
Improving Student Achievement: Some Structural Incompatibilities.	32p.	L1	ED 458 692
Integrating Psychology and Spirituality during Career Exploration.	7p.	L1	ED 458 489
The Internship Experience: Linking the University to the Workplace.	20p.	L2	ED 458 359
Judgments in Identifying and Teaching Children with Language-Based Reading Difficulties. Executive Summary.	10p.	L1	ED 458 761
Levinas: The Face of Otherness and the Ethics of Therapy.	11p.	L1	ED 458 457
A Life Long of Learning: Elements for a Policy Agenda. The Six Key Messages of the European Memorandum in a Dutch Perspective.	131p.	L1	ED 458 435
Linking Writing to the Process of Scientific Inquiry: Strategies from Writing Teachers in the Disciplines.	13p.	L1	ED 458 655
Mathematical Modeling with a "CAS" in an Introductory Course of Differential Equations.	13p.	L1	ED 459 085
Models for Reporting the Results of Alternate Assessments within State Accountability Systems. Synthesis Report.	22p.	L1	ED 458 741

Education for Sustainability: The Need for a New Human Perspective.	13p.	L1	ED 459 069
Empirical and Theoretical Support for Direct Diagnosis of Learning Disabilities by Assessment of Intrinsic Processing Weaknesses. Executive Summary.	7p.	L1	ED 458 760
Experiental Teaching Strategies Applied to an Ethics and Professional Issues Course.	7p.	L1	ED 458 493
The Feeling Dimension in Reading.	10p.	L1	ED 458 523
For a Better World: Reading and Writing for Social Action.	208p.	L3	ED 458 561
From Welfare to Work: Who Should We Help and How? An Issue Book for National Issues Forums.	33p.	L1	ED 459 125
Gender-Fair and Gender-Congruent Practices for Young Children's Naturalist Intelligence: From the Perspective of Developmentally and Culturally Appropriate Practice (DCAP).	11p.	L1	ED 458 944
The Impact of Aging on Education.	14p.	L1	ED 458 405
Improving Children's Reading Ability through Volunteer Reading Tutoring Programs. Issue Brief.	6p.	L2	ED 458 570
Improving Early Literacy Skills To Reduce Special Education Referrals. Issue Brief.	7p.	L2	ED 458 571
"In Loco Communitas": Service-Learning and the Liberal Arts.	26p.	L1	ED 458 654
Inside the Mind of a Child: Selecting Literature Appropriate to the Developmental Age of Children.	17p.	L1	ED 458 602
The Internship Experience: Linking the University to the Workplace.	20p.	L2	ED 458 359
Investigations as a Central Focus for a Mathematics Curriculum.	9p.	L1	ED 459 082
Is Communication Free from Domination Possible in English Post-Compulsory Education?	12p.	L1	ED 458 665
Kindergarten: The Overlooked School Year. Working Paper Series.	49p.	L1	ED 458 948
Leadership A to Z: A Guide for the Appropriately Ambitious. Jossey-Bass Business & Management Series.	332p.	L1	ED 458 690

TECHnology// Strategic Plan, 2000-2005.	33p.	L1	ED 458 928
The Ties That Bind: Understanding Today's Families--What They Look Like, What They Do, How They Feel. Perspectives.	38p.	L2	ED 458 936
Toward a Comprehensive Approach to Teacher Quality. Policy Brief.	13p.	L1	ED 459 172
Umea, Sweden--Saskatoon, Canada: Resource-Based Learning Study Tour. A Report of a Study Tour of Saskatoon School Libraries.	98p.	L1	ED 458 884
University and Community College Systems of Nevada Report on Articulation and Transfer.	9p.	L1	ED 458 902
Updated Catalog of School Reform Models. Program Report.	263p.	L1	ED 458 703
Using Correctional Education Data: Issues and Strategies.	57p.	L1	ED 459 211
Using Technology as a Tool in Abstract Algebra and Calculus: The MTSU Experience.	6p.	L1	ED 459 081
Vermont's Act 60: Comprehensive School Finance Reform--Effects in the First Year of Full Implementation.	23p.	L1	ED 458 676
Vocational Education and Training in Belgium. Second Edition.	145p.	L1	ED 458 448
Washington Kids Count County and City Profiles of Child and Family Well-Being: 2001 Statewide Summaries.	172p.	L2	ED 459 003
West Virginia KIDS COUNT Data Book: 2000 County Profiles of Child Well-Being.	193p.	L1	ED 458 960
What Can Happen to Abused Children When They Grow Up--If No One Notices, Listens or Helps? Some Statistics from the Research.	18p.	L1	ED 458 451
What Schools for the Future? Education and Skills.	246p.	L1	ED 458 717
Whose Reform: Teachers' Voices from Silence.	20p.	L1	ED 459 154
WIC in Native American Communities: Building a Healthier America. Report Summary.	19p.	L1	ED 459 050
Wilmington Kids Count Fact Book, 2001.	88p.	L1	ED 458 991
Working Together: Reading and Writing in Inclusive Classrooms.	181p.	L1	ED 458 599

Mediterranean Region: The Egyptian, Jordanian and Lebanese Cases. Report.	173p.	L1	ED 458 434
Parent, Teacher, and Student Satisfaction with Year-Round School Intersession.	35p.	L2	ED 458 696
Parent-Child Communication and Its Perceived Effects on the Young Child's Developing Self-Concept.	27p.	L1	ED 458 631
Parenting Practices and Children's Participation in Planning.	9p.	L1	ED 458 996
A Path to Literacy: Empowering Students in Your Classroom.	14p.	L1	ED 458 540
Patterns of Drug Use: The Role of Dichotomous Conceptualizations.	12p.	L1	ED 458 463
Perceived Counselor Acculturation Levels: Their Pertinence to Caucasian Client Expectations.	33p.	L1	ED 458 477
Poisoned Playgrounds: Arsenic in "Pressure-Treated" Wood.	21p.	L1	ED 458 787
Poland: Secondary Education and Training. Secondary Education Series.	16p.	L1	ED 459 136
Policies and Pedagogies for Lifelong Literacy: International Perspectives for the 21st Century. Project No. 2, 2000 Report.	66p.	L1	ED 458 374
Policy Innovations in the VET Sector: The Role of Instructors in a Competency-Based Environment.	12p.	L1	ED 458 400
Poverty and Depression among Men: The Social Class Worldview Model and Counseling Implications.	13p.	L1	ED 458 473
Poverty, Education and Health in Indonesia: Who Benefits from Public Spending? Working Paper.	64p.	L2	ED 459 053
Predictors of Student Commitment at Two-Year and Four-Year Institutions.	19p.	L1	ED 458 854
Prejudice or Preference? Attitudes of Gay and Lesbian Christians.	20p.	L1	ED 458 496
The Presence of Strategies and Conditions for Integrating Academic and Career and Technical Education.	7p.	L1	ED 458 413
Problems of Simultaneous Interpreting of Scientific Discussion.	13p.	L1	ED 458 798
Professional Communities and the Work of High School Teaching.	192p.	L3	ED 459 157

	18p.	L1	ED 458 564
Picture Books: Who Are They For?	10p.	L1	ED 458 581
Policy Innovations in the VET Sector: The Role of Instructors in a Competency-Based Environment.	12p.	L1	ED 458 400
Poverty and Depression among Men: The Social Class Worldview Model and Counseling Implications.	13p.	L1	ED 458 473
Practical Model and Protocol for Interpreting MCMI-III Results to Clients.	10p.	L1	ED 458 453
Predictors of Student Commitment at Two-Year and Four-Year Institutions.	19p.	L1	ED 458 854
Prejudice or Preference? Attitudes of Gay and Lesbian Christians.	20p.	L1	ED 458 496
Prevention and Intervention of Ethnopolitical Conflict.	37p.	L1	ED 458 499
Principles and Practise of Fair Assessment.	13p.	L1	ED 459 309
Problems of Simultaneous Interpreting of Scientific Discussion.	13p.	L1	ED 458 798
Professionalizing Foreign Language Teaching in a Research Department.	24p.	L1	ED 458 810
The Promotion of Wellness in Children and Families: Challenges and Opportunities.	40p.	L1	ED 458 502
Psychotherapy in an International Setting: A Malaysian Perspective.	10p.	L1	ED 458 470
Putting Theory into Practice: Reflective Teaching and Implications for Use.	10p.	L2	ED 459 148
Questionnaire Translation and Questionnaire Validation: Are They the Same?	10p.	L1	ED 458 800
Re-Discovering the American Public Forum: The Role of Academic Debate.	13p.	L1	ED 458 667
"Reading for Information": How Student Teachers React to an Interactive Teaching Approach.	8p.	L1	ED 458 543
Reinforcing Obligations and Responsibilities between Generations: Policy Options from Cross-National Comparisons. Perspectives.			

When Writers Read. Second Edition.	182p.	L3	ED 458 578
Work-Based Learning: A New Higher Education?	234p.	L3	ED 458 409
Working Time in Comparative Perspective. Volume I: Patterns, Trends, and the Policy Implications for Earnings Inequality and Unemployment.	424p.	L2	ED 458 438
Working Time in Comparative Perspective. Volume II: Life-Cycle Working Time and Nonstandard Work.	382p.	L2	ED 458 439
Working Together: Reading and Writing in Inclusive Classrooms.	181p.	L1	ED 458 599
Writing Workshop: The Essential Guide.	163p.	L3	ED 458 608
Young Children's Personal, Social and Emotional Development.	192p.	L3	ED 458 949

(020) Collected Works - General

Adult Education & Social Change. Models for Adult and Lifelong Learning.	130p.	L1	ED 458 410
Assessing Inclusion: Strategies for Success. Hot Topics Series.	271p.	L3	ED 458 744
The Beat of a Different Drummer: Essays on Educational Renewal in Honor of John I. Goodlad.	318p.	L3	ED 458 687
The Best in Children's Nonfiction: Reading, Writing, & Teaching Orbis Pictus Award Books.	175p.	L1	ED 458 591
The Bowker Annual: Library and Book Trade Almanac TM , 2001.	861p.	L3	ED 458 890
Consensus or Compromise? Making the School-Based Curricula in Lower-Level Comprehensive Schools in Finland. Research Report .	101p.	L2	ED 459 030
Constructivism in Education: Opinions and Second Opinions on Controversial Issues. Ninety-Ninth Yearbook of the National Society for the Study of Education.	340p.	L3	ED 458 689
Constructivist Teaching Strategies: Projects in Teacher Education.	232p.	L3	ED 459 164
Contemporary Curriculum Discourses: Twenty Years of JCT. Counterpoints: Studies in the Postmodern Theory of Education.	578p.	L3	ED 458 688
Counseling African American Families. The Family Psychology and Counseling Series.			

Middle School and High School.	270p.	L1	ED 458 627
Put Reading First: The Research Building Blocks for Teaching Children To Read. Kindergarten through Grade 3.	62p.	L1	ED 458 536
Raccoon Circles: A Handbook for Facilitators.	19p.	L1	ED 459 034
SARC Literacy Activities Handbook: Supporting Literacy for People with Intellectual/Developmental Challenges.	412p.	L1	ED 458 386
Save Our History. America's Most Endangered, 2001. Videotape and The Idea Book for Educators.	0p.	L3	ED 459 119
SCANS-Related, Project-Based Instruction and Learning in Adult Education: A Professional Development Packet.	117p.	L1	ED 458 416
Sensational Sea Life: A Teacher-Friendly Thematic Unit with CD-ROM . R.E.A.D. A.N.D. F.E.E.D. Series.	126p.	L3	ED 458 770
Social Studies for the Elementary and Middle Grades: A Constructivist Approach.	480p.	L3	ED 459 110
Systems for Change in Literacy Education: A Guide to Professional Development.	262p.	L3	ED 458 576
A Teaching Guide for "A Far-Off Land" by Rebecca Caudill and "The Trail on Which They Wept" by Dorothy Hoobler.	7p.	L1	ED 458 663
Teaching Idea Development: A Standards-Based Critical-Thinking Approach to Writing.	134p.	L2	ED 458 580
Teaching Latinos Everyday Language Skills. Instructor and Student Workbook.	368p.	L3	ED 458 842
Teaching Virtues: Building Character across the Curriculum. A Scarecrow Education Book.	182p.	L1	ED 459 015
Today's Students, Tomorrow's Citizens: Pathways for Learning, Language and Reading Comprehension. Alabama High School Graduation Exam.	322p.	L1	ED 458 532
Using Internet Primary Sources To Teach Critical Thinking Skills in Government, Economics, and Contemporary World Issues. Greenwood Professional Guides in School Librarianship.	272p.	L3	ED 459 118
When I Whisper, Nobody Listens: Helping Young People Write about Difficult Issues.	136p.	L3	ED 458 598

More Parental Choice in Europe? Overview of Effectiveness Differences between Religious Schools and Public Schools in Several European Societies.
22p. L1 ED 458 709

Multi-Grade Teaching: A Review of Research and Practice. Education Research.
74p. L1 ED 459 042

Multilingual Literacies in the Primary Classroom: Making the Connections.
10p. L1 ED 458 824

Narrative Translation across Cultures: From the "Bhagavad Gita" to "The Legend of Bagger Vance."
16p. L1 ED 458 648

The Necessary Fundamental Algebraic Competence in the Age of Computer Algebra Systems.
37p. L1 ED 459 060

Overview of State Certification/Chartering Criteria for One-Stop Career Centers. Matrices and Final Narrative.
147p. L1 ED 458 372

Paradigmatic Differences in Educational Administration: Positivism and Critical Theory.
57p. L1 ED 458 706

Policies and Pedagogies for Lifelong Literacy: International Perspectives for the 21st Century. Project No. 2, 2000 Report.
66p. L1 ED 458 374

Providing Career Counseling to Lesbian Women.
17p. L1 ED 458 442

Psychotherapy in an International Setting: A Malaysian Perspective.
10p. L1 ED 458 470

Quality Information--Informed Choices: Advancing the Workforce Information System. Secretary of Labor's Workforce Information System Plan for Federal Fiscal Years 2001-2005.
20p. L1 ED 458 430

Real Results, Remaining Challenges: The Story of Texas Education Reform.
37p. L1 ED 459 191

Responsiveness to Intervention: An Alternative Approach to the Identification of Learning Disabilities. Executive Summary.
9p. L1 ED 458 755

Rhetorical Transcendence Revisited: The "Thin Red Line" as Perennial Philosophy.
9p. L1 ED 458 649

School-Community Connections: A Literature Review.
63p. L1 ED 459 047

SkillScan Online: Have Skills, Will Travel.
5p. L1 ED 458 485

A Solid Foundation: Supportive Contexts for Early Literacy

Leadership for Student Learning: Recognizing the State's Role in Public Education. School Leadership for the 21st Century Initiative: A Report of the Task Force on State Leadership.	34p.	L2	ED 458 683
Leadership for Student Learning: Reinventing the Principalship. School Leadership for the 21st Century Initiative: A Report of the Task Force on the Principalship.	32p.	L2	ED 458 685
Leadership for Student Learning: Restructuring School District Leadership. School Leadership for the 21st Century Initiative: A Report of the Task Force on School District Leadership.	40p.	L2	ED 458 684
Leadership for Student Learning: Urban School Leadership--Different in Kind and Degree.	19p.	L2	ED 459 300
Learning Disabilities as Operationally Defined by Schools. Executive Summary.	10p.	L1	ED 458 759
Lessons from Exceptional School Leaders.	147p.	L2	ED 458 725
The Library at the Center of the Web: Information Literacy across the Curriculum in an Age of Connectivity and Chaos.	9p.	L1	ED 458 886
Literacies, Contexts and Practices: Public Devices for Their Definition.	17p.	L1	ED 458 544
Making Writing Instruction Work. Issue Brief.	7p.	L2	ED 458 572
Mentoring and the Reading Curriculum.	9p.	L1	ED 458 520
More than a Sound a Week.	9p.	L1	ED 458 609
Moving beyond the Rhetoric: Developing Writing Competency for Global Changes in Higher Education.	22p.	L1	ED 458 611
Necessary but Not Sufficient: The Respective Roles of Single and Multiple Influences on Individual Development.	439p.	L3	ED 458 964
A New Pathway for Teacher Training: Site-Based/Electronic Learning/Teacher Reading.	8p.	L1	ED 458 613
Nobody's Business? Professional Writing and the Politics of Correctness.	11p.	L1	ED 458 617
Originality and Creativity.	9p.	L1	ED 458 582
Pathways to Equality: Hearings on Access to Public Education for Aboriginal People. Discussion Paper.			

Young Economists and Lawyers Learn How To Write an Academic Text.
12p. L1 ED 458 594

(142) Reports - Evaluative

Access and Inclusion for Children with Autistic Spectrum Disorders: "Let Me In."
247p. L3 ED 458 763

The Child Care Problem: An Economic Analysis.
304p. L3 ED 458 975

A Cost-Benefit Analysis of Hollow Water's Community Holistic Circle Healing Process.
107p. L1 ED 459 018

Developing a Storysack Project within a Sure Start Initiative: Reflections and Emerging Findings on Working Together with Parents To Produce a Community Resource.
14p. L1 ED 458 545

Developing and Implementing Authentic Oral Assessment Instruments.
16p. L1 ED 458 803

The Dialogue of Spoken Word and Written Word.
25p. L1 ED 458 619

Educating California's Future Nursing Work Force. Report of the Chancellor of the California Community Colleges, the Chancellor of the California State University, the President of the University of California, and the President of the Association of Independent Colleges and Universities to the Governor and Legislature.
28p. L1 ED 458 360

Education and Community Building: Connecting Two Worlds.
45p. L1 ED 458 700

Energy Performance of Daylit Schools in North Carolina.
8p. L1 ED 458 784

Evaluating Introductory Physics Classes in Light of the ABET Criteria: An Example from the SCALE-UP Project.
16p. L1 ED 459 063

Evaluation of the Courtlink Auto Crime Prevention Program (CACPP) for Senior Elementary and Alternative School Students in British Columbia.
156p. L1 ED 459 291

Evaluation of Website: www.doe.state.in.us/charactered for Indiana Clearinghouse for Citizenship and Character Education.
13p. L1 ED 458 637

Failing Schools in Michigan: The Surprising Scale.
40p. L1 ED 459 201

Five Shoes Waiting To Drop on Arizona's Future. Arizona Policy Choices.
53p. L1 ED 458 699

Florida Community College System 2001 Substantive Legislative Issue Papers.

Professionalizing Foreign Language Teaching in a Research Department.	24p.	L1	ED 458 810
Profile of BC College Transfer Students Admitted to BC Universities, 1994/95 to 1998/99.	93p.	L1	ED 458 926
The Promotion of Wellness in Children and Families: Challenges and Opportunities.	40p.	L1	ED 458 502
Putting Theory into Practice: Reflective Teaching and Implications for Use.	10p.	L2	ED 459 148
Questionnaire Surveys: Four Survey Instruments in Educational Research.	39p.	L1	ED 459 215
Rasch Based Analysis of Oral Presentation Assessment for Item Banking.	13p.	L1	ED 458 821
Rasch Measurement and Item Banking: Theory and Practice.	15p.	L1	ED 458 812
"Reading for Information": How Student Teachers React to an Interactive Teaching Approach.	8p.	L1	ED 458 543
Religious Orientation and Development amongst Adventist Youth.	10p.	L1	ED 458 508
The Results Fieldbook: Practical Strategies from Dramatically Improved Schools.	162p.	L2	ED 458 722
Retention and Attrition of Pacific School Teachers and Administrators (RAPSTA) Study: A Compilation of Reports. Research Series.	216p.	L1	ED 458 701
Retention and Attrition of Pacific School Teachers and Administrators (RAPSTRA) Study: Commonwealth of the Northern Mariana Islands (CNMI). Research Series.	36p.	L1	ED 458 702
The Role of Television Viewing in the Development of Reading Comprehension.	12p.	L1	ED 458 552
Romania: Secondary Education and Training. Secondary Education Series.	19p.	L1	ED 459 133
Russia: Secondary Education and Training. Secondary Education Series.	17p.	L1	ED 459 135
Saskatchewan Urban Training Needs Assessment Report, 2000.	105p.	L1	ED 458 918

	46p.	L2	ED 458 935
Relationships between In-Course Alignment Indicators and Post-Course Criteria of Quality Teaching and Learning in Higher Education.	9p.	L1	ED 458 863
Religious Orientation and Development amongst Adventist Youth.	10p.	L1	ED 458 508
Research in Second Language Learning: Current Questions and Future Directions.	22p.	L1	ED 458 816
Responsiveness to Intervention: An Alternative Approach to the Identification of Learning Disabilities. Executive Summary.	9p.	L1	ED 458 755
Rhetorical Transcendence Revisited: The "Thin Red Line" as Perennial Philosophy.	9p.	L1	ED 458 649
Running Start Research and Discussion.	12p.	L1	ED 458 914
Serving the Community: A Small, Liberal Arts College Writing Center.	12p.	L1	ED 458 605
Sharing Culture? Sharing Texts in Seven to Ten English.	10p.	L1	ED 458 583
Skills and Cognition: The "Phonics" of Academic Literacy?	18p.	L1	ED 458 585
SkillScan Online: Have Skills, Will Travel.	5p.	L1	ED 458 485
Special Features of the Finnish Labour Market and Challenges for Education.	18p.	L1	ED 458 370
Storytelling, Technology and Children's Literacy Development.	17p.	L1	ED 458 600
A Study of Children's Early Oral Production in the Target Language in Japanese Immersion Classrooms.	31p.	L1	ED 458 826
Successful Early Childhood Indigenous Leadership.	8p.	L1	ED 459 027
Surviving or Thriving?	7p.	L1	ED 458 488
Sustaining Speaking across the Curriculum Programs.	13p.	L1	ED 458 666
Teach ESP through Critical Thinking and Problem-Solving Skills.	11p.	L1	ED 458 801
Teacher Leadership: A Profile To Identify the Potential.	15p.	L1	ED 459 147

	110p.	L2	ED 458 514
Counselors Finding Their Way.	260p.	L2	ED 458 479
Creating Successful School Systems: Voices from the University, the Field, and the Community.	300p.	L3	ED 458 707
Early Education and Care, and Reconceptualizing Play. Advances in Early Education and Day Care.	330p.	L3	ED 458 974
Education in the New Latino Diaspora: Policy and the Politics of Identity. Sociocultural Studies in Educational Policy Formation and Appropriation.	275p.	L3	ED 459 029
The Extra-Ordinary School: Parergonality & Pedagogy. Counterpoints: Studies in the Postmodern Theory of Education.	212p.	L3	ED 458 686
Foundations, Adult Dynamics, Teacher Education and Play. Advances in Early Education and Day Care.	240p.	L3	ED 458 973
Glossary of Adult Learning in Europe. A.E. Monographs.	127p.	L1	ED 458 363
Heritage Languages in America: Preserving a National Resource. Language in Education: Theory and Practice.	332p.	L1	ED 458 809
Integrating Technology in Program Development for Children and Youth with Emotional or Behavioral Disorders. Fourth CCBD Mini-Library Series: Addressing the Diverse Needs of Children and Youth with Emotional/Behavioral Disorders--Programs That Work.	74p.	L2	ED 458 776
Integrating Technology in Program Development for Children/Youth with E/BD.	53p.	L1	ED 458 738
Intergenerational Programmes: Public Policy and Research Implications--An International Perspective.	73p.	L1	ED 458 364
Language Acquisition and Learnability.	255p.	L3	ED 458 808
Language Planning in Nepal, Taiwan and Sweden. Multilingual Matters.	207p.	L3	ED 458 804
Library Off-Site Shelving: Guide for High-Density Facilities.	241p.	L3	ED 458 877
Literacy and the Curriculum: Success in Senior Secondary Schooling.	200p.	L3	ED 458 517
Lives in Context: The Art of Life History Research.	272p.	L3	ED 459 117

Wilbur and Orville Wright. Curriculum Guide and Activity Booklet.
76p. L1 ED 459 107

WorkStyles: Pre-Employment for the Low Level English Speaker.
5p. L1 ED 458 828

Writing Workshop: The Essential Guide.
163p. L3 ED 458 608

(053) Guides - Non-Classroom

99 Jumpstarts to Research: Topic Guides for Finding Information on Current Issues.
227p. L3 ED 458 882

Access and Inclusion for Children with Autistic Spectrum Disorders: "Let Me In."
247p. L3 ED 458 763

Accommodations and Modifications: What Parents Need To Know = Facilidades y modificaciones: Lo que los padres necesitan saber.
54p. L1 ED 458 752

Activities That Build the Young Child's Brain.
88p. L1 ED 458 941

Addendum to Improving Classroom Assessment: A Toolkit for Professional Developers.
56p. L1 ED 459 195

Addressing the Issue of Disproportionate Representation: Identification and Assessment of Culturally Diverse Students with Emotional or Behavioral Disorders. Fourth CCBD Mini-Library Series: Addressing the Diverse Needs of Children and Youth with Emotional/Behavioral Disorders--Programs that Work.
74p. L2 ED 458 779

Adult Education at Work: A Collaborative Resource Addressing the Changing World of Work and Learning.
155p. L1 ED 458 356

Adventures in Parenting: How Responding, Preventing, Monitoring, Mentoring, and Modeling Can Help You Be a Successful Parent.
68p. L1 ED 459 011

Alternative Schools Accountability Model: 2001-2002 Indicator Selection and Reporting Guide.
47p. L2 ED 459 197

America's Child Care Problem: The Way Out.
262p. L3 ED 459 009

Applying the Principles of Youth Development to Youth Opportunities Grants, WIA Formula Funded Programs & Community-Based Youth Programs.
14p. L2 ED 458 429

Assessing One and All: Educational Accountability for Students with Disabilities.
197p. L1 ED 458 746

Assistive Technology Solutions for IEP Teams.
332p. L3 ED 458 769

Programs in Maine Schools.	90p.	L1	ED 458 537
Special Features of the Finnish Labour Market and Challenges for Education.	18p.	L1	ED 458 370
Split a Gut and Learn: Theory and Research.	10p.	L1	ED 458 671
State of Impunity: Human Rights Abuse of Roma in Romania. Country Reports Series.	156p.	L1	ED 459 305
The State of the Health Care Workforce, 2000.	83p.	L1	ED 458 404
Storytelling, Technology and Children's Literacy Development.	17p.	L1	ED 458 600
The Student with a Brain Injury: Achieving Goals for Higher Education.	18p.	L1	ED 458 730
Success for All and Comprehensive School Reform: Evidence-Based Policies for Urban Education.	41p.	L1	ED 459 301
Surviving or Thriving?	7p.	L1	ED 458 488
Targeting Early Childhood Care and Education: Myths and Realities. Occasional Paper.	153p.	L1	ED 459 002
Teacher Induction Programs: A Strategy for Improving the Professional Experience of Beginning Career and Technical Education Teachers.	46p.	L1	ED 458 436
Teacher Job Satisfaction in Developing Countries. Educational Research Supplemental Series (G).	21p.	L1	ED 459 150
Vocational Education and Training in Belgium. Brief Description. CEDEFOP Panorama Series.	41p.	L1	ED 458 450
Welfare Reform in Rural America: A Review of Current Research.	65p.	L1	ED 459 054
When Assessments Fail: Using Alternative Approaches to Career Exploration.	9p.	L1	ED 458 490
Who's in Charge around Here?	13p.	L1	ED 458 712

(071) Informational Analyses - ERIC IAPS

Access to the General Education Curriculum for Students with Disabilities. ERIC Digest.	4p.	L1	ED 458 735

	32p.	L1	ED 459 022
Phonics Activities in the Reading Curriculum.	10p.	L1	ED 458 546
Phonics Rules. Topics in Early Reading Coherence.	6p.	L1	ED 458 560
Picture Books: Who Are They For?	10p.	L1	ED 458 581
Prevention and Intervention of Ethnopolitical Conflict.	37p.	L1	ED 458 499
Psychotherapy in an International Setting: A Malaysian Perspective.	10p.	L1	ED 458 470
Quest for Excellence: The Future of Early Child Care in Kansas.	29p.	L1	ED 458 976
Questionnaire Translation and Questionnaire Validation: Are They the Same?	10p.	L1	ED 458 800
Re-Discovering the American Public Forum: The Role of Academic Debate.	13p.	L1	ED 458 667
Reading and Writing Connections in the Language Arts.	9p.	L1	ED 458 623
Reading by Sight. Topics in Early Reading Coherence.	5p.	L1	ED 458 559
Reading Current Events Items.	8p.	L1	ED 458 551
Reading Progress and the School Administrator.	9p.	L1	ED 458 519
Reading, Grouping, and the Student.	12p.	L1	ED 458 525
Reading: Intrinsic versus Extrinsic Motivation.	8p.	L1	ED 458 566
Reasons for and Solutions to Lack of Parent Involvement of Parents of Second Language Learners.	17p.	L1	ED 458 956
Reinforcing Obligations and Responsibilities between Generations: Policy Options from Cross-National Comparisons. Perspectives.	46p.	L2	ED 458 935
Research in Second Language Learning: Current Questions and Future Directions.	22p.	L1	ED 458 816
School Accountability and Teacher Training. Briefing.	11p.	L1	ED 459 159
School Choice and Government Reform: Pillars of an Urban			

36p. L1 ED 458 896

A Framework for Defining and Assessing Occupational and Training Standards in Developing Countries. Information Series.
67p. L1 ED 458 419

From the Abacus to the World Wide Web: An Analysis of the Educational Technology Movement and Its Impact upon Adult Literacy in the People's Republic of China.
69p. L1 ED 458 872

Gearing Up: An Interim Report on the Sectoral Employment Initiative.
36p. L1 ED 458 396

Healthy Ties: Ensuring Health Coverage for Children Raised by Grandparents and Other Relatives. A Look at Medicaid and CHIP Enrollment in the States.
134p. L2 ED 458 933

The Impact of Quantum Theoretical Models of Consciousness on the Study of Education.
22p. L1 ED 459 104

Improving Children's Readiness for School: Preschool Programs Make a Difference, but Quality Counts!
27p. L1 ED 458 998

In-Service Support for a Technological Approach to Science Education. Education Research. Report.
57p. L1 ED 459 061

Integrating Teaching and Scholarship in Psychology of Aging.
17p. L1 ED 458 507

Intergenerational Programmes: Public Policy and Research Implications--An International Perspective.
73p. L1 ED 458 364

A Life Long of Learning: Elements for a Policy Agenda. The Six Key Messages of the European Memorandum in a Dutch Perspective.
131p. L1 ED 458 435

Linguistic Perspectives on African American Vernacular English and Implications for the Language Arts Classroom.
33p. L1 ED 458 811

March toward Excellence: School Success and Minority Student Achievement in Department of Defense Schools. A Report to the National Education Goals Panel. Lessons from the States.
87p. L1 ED 459 218

Measuring Up: A Standards and Assessment Benchmarking Report for Massachusetts.
55p. L1 ED 459 192

Mission College Institutional Self-Study in Support of Reaffirmation of Accreditation.
244p. L1 ED 458 913

"Mythos" East and West: The Mythic Conceptions of Soul, Rebirth, and Salvation in the "Phaedrus" and the "Bhagavad Gita."
15p. L1 ED 458 647

School and Classroom Practices during Two Years of Education Reform in Washington State. CSE Technical Report.
43p. L1 ED 459 194

School at the Centre (SatC): A Pilot Project in North Queensland. Report One: Completion of Phase One, the US Visit and Visits to Australian Schools.
156p. L1 ED 459 025

School Councils in New South Wales: A Report to the New South Wales Department of Education and Training.
19p. L1 ED 459 019

Schools More Separate: Consequences of a Decade of Resegregation.
55p. L1 ED 459 217

Seeding Literacy: Adult Educators Research Their Practice.
111p. L1 ED 458 375

Sharing Culture? Sharing Texts in Seven to Ten English.
10p. L1 ED 458 583

SIAST Leavers Study, 1998-99: Why Do Our Students Leave?
53p. L1 ED 458 919

Social Support versus Self-Realization: Friendship Conceptions of Adolescents and Adults in an East-West Comparison.
21p. L1 ED 458 636

A Study of Children's Early Oral Production in the Target Language in Japanese Immersion Classrooms.
31p. L1 ED 458 826

Successful Instruction for Literacy-Level Adults. CARLA Working Paper.
71p. L1 ED 458 839

Survey of State Correctional Education Systems: Analysis of Data from 1992 Field Test.
106p. L1 ED 459 210

A Taxonomy of Career Development Interventions That Occur in U.S. Secondary Schools.
39p. L1 ED 458 408

Teacher Attitudes toward Professional Organization-Developed, State Board-Approved Standards for Agricultural Education.
19p. L1 ED 459 074

Teacher Leadership: A Profile To Identify the Potential.
15p. L1 ED 459 147

Teacher Learning, Informal and Formal: Results of a Canadian Teachers' Federation Survey. NALL Working Paper.
26p. L1 ED 459 169

Teacher Predictions of Young Children's Literacy Success or Failure in Four Primary Schools.
18p. L1 ED 458 612

Teaching Narrative in Psychology: Scholarly Foundations and Advisement Resources.
16p. L1 ED 458 467

Teacher Predictions of Young Children's Literacy Success or Failure in Four Primary Schools.	18p.	L1	ED 458 612
Teaching Narrative in Psychology: Scholarly Foundations and Advisement Resources.	16p.	L1	ED 458 467
Teaching Public Speaking: Insights from the Eastern World.	10p.	L1	ED 458 650
Teaching with Cats: Integration of Children's Interests and Literature To Enhance Reading Comprehension.	12p.	L1	ED 458 530
A Test of the Instructional Strategy of Using Advance Organizers.	16p.	L1	ED 459 206
Testing Non-Nil Null Hypotheses with t Tests of Group Means: A Monte Carlo Study.	29p.	L1	ED 459 202
"Theoretically, That's How You Do It...": Using Narratives When Computers Let You Down in the Technology Classroom.	17p.	L1	ED 458 658
They Are Our Kids: Significant Findings from a 1998 Latino Dropout Study.	18p.	L1	ED 459 033
The Ties That Bind: Understanding Today's Families--What They Look Like, What They Do, How They Feel. Perspectives.	38p.	L2	ED 458 936
Towards a Leadership Practice Field: An Antidote to an Ailing Internship Experience.	16p.	L1	ED 458 698
Transformational Leadership, Student Achievement, and School District Financial and Demographic Factors.	36p.	L1	ED 458 693
Trends in Standards of Literacy in the United Kingdom, 1948-1996.	17p.	L1	ED 458 604
Understanding Your Media Outlet: An Administrative Guide to the School Radio Station.	20p.	L1	ED 458 644
Usability and Gratifications--Towards a Website Analysis Model.	27p.	L1	ED 458 656
The Use of Autobiography in Psychotherapy.	6p.	L1	ED 458 455
Using Technology as a Tool in Abstract Algebra and Calculus: The MTSU Experience.	6p.	L1	ED 459 081
Vermont's Act 60: Comprehensive School Finance Reform--Effects in the First Year of Full Implementation.	23p.	L1	ED 458 676
Vulnerability to Post-Traumatic Stress Disorder among Battered			

Living (and Teaching) in an Unjust World: New Perspectives on Multicultural Education.	224p.	L3	ED 459 111
Pedagogy for Adult Learners: Methods and Strategies. Models for Adult and Lifelong Learning.	162p.	L1	ED 458 411
Poems by Adolescents and Adults: A Thematic Collection for Middle School and High School.	270p.	L1	ED 458 627
Politicization and Democratization of Adult Education. Models for Adult and Lifelong Learning.	122p.	L1	ED 458 412
Proving and Improving: Strategies for Assessing the First College Year. The First-Year Experience Monograph Series.	127p.	L2	ED 458 855
Quicker, Better, Cheaper? Managing Performance in American Government.	635p.	L2	ED 458 414
Reading and Writing Difficulties--A Problem? EMIR Education and Research.	84p.	L1	ED 458 542
Reeducating the Educator: Global Perspectives on Community Building. SUNY Series, Teacher Preparation and Development.	242p.	L3	ED 459 166
Reemployment Bonuses in the Unemployment Insurance System: Evidence from Three Field Experiments.	304p.	L2	ED 458 385
Religion & Public Schools: Striking a Constitutional Balance. Revised Edition.	243p.	L3	ED 458 678
Research Review for School Leaders. Volume III.	386p.	L3	ED 458 708
Retention and Attrition of Pacific School Teachers and Administrators (RAPSTA) Study: A Compilation of Reports. Research Series.	216p.	L1	ED 458 701
Seeding Literacy: Adult Educators Research Their Practice.	111p.	L1	ED 458 375
Teacher Self: The Practice of Humanistic Education.	168p.	L3	ED 459 179
Teaching Reading in High School English Classes.	182p.	L1	ED 458 526
Technology-Enhanced Learning Environments. Case Studies in TESOL Practice Series.	192p.	L2	ED 458 793
Thailand--Secondary Education for Employment, Volume II: Background Papers.	109p.	L2	ED 459 130

Athletic Liability: Managing Liability in Athletics and Physical Education.	99p.	L2	ED 458 719
Autism Program Quality Indicators: A Self-Review and Quality Improvement Guide for Schools and Programs Serving Students with Autism Spectrum Disorders.	16p.	L1	ED 458 767
British Columbia Transfer TIPS: Facilitation Guide.	15p.	L1	ED 458 920
Building Effective Afterschool Programs.	137p.	L2	ED 459 219
Building Family Literacy in an Urban Community. Language and Literacy Series.	179p.	L3	ED 459 275
Building Reading Proficiency at the Secondary Level: A Guide to Resources. Introduction.	150p.	L1	ED 458 562
Building Services and Systems To Support the Healthy Emotional Development of Young Children: An Action Guide for Policymakers. Promoting the Emotional Well-Being of Children and Families, Policy Paper.	35p.	L2	ED 459 005
"Career Explorations": An IBM Outreach Program for High School Students and "From College To Career": An IBM Outreach Program for College Students.	63p.	L1	ED 458 500
Certificates in English Language Literacies (CELL). Adult Education in the Community.	126p.	L1	ED 458 835
Change in Identification, FAPE, Placement, or Dismissal from Special Education. Technical Assistance Paper.	9p.	L1	ED 458 745
Changing Behaviour: Teaching Children with Emotional and Behavioural Difficulties in Primary and Secondary Classrooms. Second Edition.	176p.	L3	ED 458 768
Character Education Literacy Kits: Supporting the Home/School Connection.	7p.	L1	ED 458 638
Choosing Training?	38p.	L1	ED 458 395
Coaching & Mentoring First-Year and Student Teachers.	151p.	L3	ED 459 176
The Common Curriculum Framework for International Languages: Six-Year Program (Grade 7 to Grade 12). Western Canadian Protocol for Collaboration in Basic Education, Alberta Version.	78p.	L1	ED 458 799
The Community Teacher: A New Framework for Effective Urban			

Achieving Life Balance: Myths, Realities, and Developmental Perspectives. Information Series.	46p.	L1	ED 458 420
American Indian/Alaska Native Education and Standards-Based Reform. ERIC Digest.	4p.	L1	ED 459 039
Beginning To Work with Adult English Language Learners: Some Considerations. ERIC Q & A.	6p.	L1	ED 458 837
Breaking Up Large High Schools: Five Common (and Understandable) Errors of Execution. ERIC Digest.	4p.	L1	ED 459 049
Efectos academicos de programas extracurriculares (Academic Effects of After-School Programs). ERIC Digest.	4p.	L1	ED 458 989
ERIC/EECE Newsletter, 2001.	14p.	L1	ED 458 988
A Framework for Defining and Assessing Occupational and Training Standards in Developing Countries. Information Series.	67p.	L1	ED 458 419
Heritage Languages in America: Preserving a National Resource. Language in Education: Theory and Practice.	332p.	L1	ED 458 809
High-Performing Schools Serving Mexican American Students: What They Can Teach Us. ERIC Digest.	4p.	L1	ED 459 048
In Pursuit of Teacher Quality: Three Models of Success.	27p.	L1	ED 459 167
Inclusion in Middle Schools. ERIC Digest.	4p.	L1	ED 459 000
Interstate Variations in Rural Student Achievement and Schooling Conditions. ERIC Digest.	4p.	L1	ED 459 037
Leadership for Accountability.	5p.	L1	ED 458 673
Mexican Americans and Other Latinos in Postsecondary Education: Institutional Influences. ERIC Digest.	4p.	L1	ED 459 038
Nueva investigacion sobre kindergarten de dia completo (Recent Research on All-Day Kindergarten). ERIC Digest.	4p.	L1	ED 458 990
Readings about Children and Youth with Learning Disabilities. ERIC Mini-Bib.	4p.	L1	ED 458 754
Research on Full-Service Schools and Students with Disabilities. ERIC/OSEP Digest.	4p.	L1	ED 458 749

Renaissance. Civic Bulletin.	13p.	L1	ED 459 285
School Construction. Policy Report.	12p.	L1	ED 458 785
Serving the Community: A Small, Liberal Arts College Writing Center.	12p.	L1	ED 458 605
A Special Remedy: Roma and Schools for the Mentally Handicapped in the Czech Republic. Country Reports Series.	139p.	L1	ED 459 273
Split a Gut and Learn: Theory and Research.	10p.	L1	ED 458 671
Standards of Learning Covered by Study of "Mutsmag" and "Ashpet" Dramatizations.	9p.	L1	ED 458 661
Successful Early Childhood Indigenous Leadership.	8p.	L1	ED 459 027
Teach ESP through Critical Thinking and Problem-Solving Skills.	11p.	L1	ED 458 801
Teaching Public Speaking: Insights from the Eastern World.	10p.	L1	ED 458 650
Teaching with Cats: Integration of Children's Interests and Literature To Enhance Reading Comprehension.	12p.	L1	ED 458 530
"Theoretically, That's How You Do It...": Using Narratives When Computers Let You Down in the Technology Classroom.	17p.	L1	ED 458 658
The Ties That Bind: Understanding Today's Families--What They Look Like, What They Do, How They Feel. Perspectives.	38p.	L2	ED 458 936
Towards a Leadership Practice Field: An Antidote to an Ailing Internship Experience.	16p.	L1	ED 458 698
Transforming Urban Public Schools: The Role of Standards and Accountability.	55p.	L1	ED 459 290
Transitional Jobs: A Bridge into the Workforce for Hard-To-Employ Welfare Recipients. Policy Brief.	12p.	L1	ED 458 401
Tribal-State Partnerships: Assuring Success in Indian Education. Report of the Arizona Indian Town Hall (20th, Phoenix, Arizona, June 20-21, 2000).	7p.	L1	ED 459 016
The Use of Autobiography in Psychotherapy.	6p.	L1	ED 458 455
Vocabulary Development in the Reading Curriculum.	8p.	L1	ED 458 547

Our Grandmother of the Shawnee: Messages of a Female Deity.	25p.	L1	ED 458 615
Performance Accountability Report, 2001: Maryland Public Colleges and Universities. Volumes 1 and 2.	497p.	L1	ED 458 852
Phonics Exposed: Understanding and Resisting Systematic Direct Intense Phonics Instruction.	18p.	L1	ED 458 564
Placed and Paid For: Supporting Families through Sponsored Day Care. Studies in Evaluating the Children Act 1989.	139p.	L3	ED 458 953
The Politics of Language: Conflict, Identity, and Cultural Pluralism in Comparative Perspective.	229p.	L3	ED 458 805
Racial Harassment in Vermont Public Schools.	149p.	L1	ED 459 294
Read-Aloud Accommodation: Effects on Multiple-Choice Reading and Math Items. Technical Report.	31p.	L1	ED 458 740
Recruiting Middle Management in Industry: What Kinds of Change in France, Germany and the United Kingdom?	6p.	L1	ED 458 437
Running Start Research and Discussion.	12p.	L1	ED 458 914
SABIS International Charter School: Management Issues and Recommendations.	56p.	L1	ED 458 681
School Subsidies for the Poor: Evaluating the Mexican Progresa Poverty Program. Center Discussion Paper.	84p.	L1	ED 459 046
School Violence Prevention Testimony. Presented to the California State Assembly Select Committee on School Safety.	13p.	L2	ED 458 677
State and District Assessments as an Avenue to Equity and Excellence for English Language Learners with Disabilities. LEP Projects Report.	30p.	L1	ED 458 739
Teacher Induction Programs: A Strategy for Improving the Professional Experience of Beginning Career and Technical Education Teachers.	46p.	L1	ED 458 436
Testing Non-Nil Null Hypotheses with t Tests of Group Means: A Monte Carlo Study.	29p.	L1	ED 459 202
Thailand--Secondary Education for Employment, Volume I: A Policy Note.	57p.	L2	ED 459 129
Veterans' Employment and Training Service: Flexibility and			

Ten Years Old & Competent. The Fourth Stage of the Competent Children Project: A Summary of the Main Findings.	37p.	L2	ED 458 958
A Test of the Instructional Strategy of Using Advance Organizers.	16p.	L1	ED 459 206
They Are Our Kids: Significant Findings from a 1998 Latino Dropout Study.	18p.	L1	ED 459 033
Transformational Leadership, Student Achievement, and School District Financial and Demographic Factors.	36p.	L1	ED 458 693
Travel, Sabbatical, and Study Leave Policies in College Libraries. CLIP Note.	110p.	L3	ED 458 881
Trends in Standards of Literacy in the United Kingdom, 1948-1996.	17p.	L1	ED 458 604
Truckee Meadows Community College Faculty & Staff Climate Survey, Fall 2000.	12p.	L1	ED 458 900
Turkey: Secondary Education and Training. Secondary Education Series.	19p.	L1	ED 459 134
UA Key Student Outcomes Indicators: A Comparative Analysis of Alumni Survey Responses by Survey Year Cohort & College, 1997-2000.	181p.	L1	ED 459 203
Usability and Gratifications--Towards a Website Analysis Model.	27p.	L1	ED 458 656
Using the Basic Academic Skills Samples (BASS) To Evaluate the Impact of Early Literacy Intervention Programs. Policy Research Report.	39p.	L1	ED 458 642
Variation across Schools in Young People's Transitions: A Comparative Perspective. CES Briefing.	6p.	L1	ED 459 114
Virtual Reference Services--Down-Under: A Cautionary Tale.	15p.	L1	ED 458 868
Vulnerability to Post-Traumatic Stress Disorder among Battered Women in Israel.	8p.	L1	ED 458 481
The War for Boys: What Must We Do To Win?	10p.	L1	ED 458 471
Ways forward with ICT: Effective Pedagogy Using Information and Communications Technology for Literacy and Numeracy in Primary Schools.	129p.	L1	ED 458 652
Web-Based Teacher Education: Improving Communication and Professional Knowledge in Preservice and Inservice Teacher			

Women in Israel.	8p.	L1	ED 458 481
The War for Boys: What Must We Do To Win?	10p.	L1	ED 458 471
The Website Assignment as a Valuable Exercise--Beyond Establishing Presence to Creating Significance.	20p.	L1	ED 458 659
What Beliefs and Intentions Concerning Science and Mathematics and the Teaching of Those Subjects Do Reform-Prepared Specialist Elementary/Middle Level Teachers Bring to the Workplace?	22p.	L1	ED 459 070
What's Right about the Principalship?	16p.	L1	ED 458 710
What's Right about the School Superintendency?	17p.	L1	ED 458 711
When Assessments Fail: Using Alternative Approaches to Career Exploration.	9p.	L1	ED 458 490
Who's in Charge around Here?	13p.	L1	ED 458 712
Whose Reform: Teachers' Voices from Silence.	20p.	L1	ED 459 154
Why Do Schoolchildren Enjoy Reading? The Construction of an Explanatory Model.	14p.	L1	ED 458 541
Working Time in Comparative Perspective. Volume I: Patterns, Trends, and the Policy Implications for Earnings Inequality and Unemployment.	424p.	L2	ED 458 438
Working Time in Comparative Perspective. Volume II: Life-Cycle Working Time and Nonstandard Work.	382p.	L2	ED 458 439
Young Economists and Lawyers Learn How To Write an Academic Text.	12p.	L1	ED 458 594

(160) Tests/Questionnaires

APPA Custodial Operation Self-Analysis Program.	14p.	L2	ED 458 786
Assessment and the Adult Learner: Does Authentic Assessment Influence Learning?	22p.	L1	ED 459 208
Autism Program Quality Indicators: A Self-Review and Quality Improvement Guide for Schools and Programs Serving Students with Autism Spectrum Disorders.	16p.	L1	ED 458 767
Can You Beat the SC Tuition Prepayment Program?	13p.	L1	ED 459 079

What It Takes To Be a Teacher: The Role of Personal and Professional Development.
192p. L3 ED 459 156

What Schools for the Future? Education and Skills.
246p. L1 ED 458 717

Work-Based Learning: A New Higher Education?
234p. L3 ED 458 409

Working Time in Comparative Perspective. Volume I: Patterns, Trends, and the Policy Implications for Earnings Inequality and Unemployment.
424p. L2 ED 458 438

Working Time in Comparative Perspective. Volume II: Life-Cycle Working Time and Nonstandard Work.
382p. L2 ED 458 439

Yearbook of Correctional Education, 1998-1999.
235p. L1 ED 458 354

(021) Collected Works - Proceedings

ASIST 2001: Information in a Networked World--Harnessing the Flow. Proceedings of the ASIST Annual Meeting (64th, Washington, DC, November 3-8, 2001).
694p. L3 ED 458 885

Capacity-Building for Curriculum Specialists in East and South-East Asia. Final Report of the Training Seminar (Bangkok, Thailand, December 12-16, 2000).
51p. L1 ED 458 720

Children and Families in Urban Schools and Communities Roundtable (Philadelphia, Pennsylvania, November 30-December 1, 2000). Fathers and Families Second-Tier Roundtable Series.
37p. L1 ED 459 298

Creative and Inclusive Strategies for Lifelong Learning: Report of International Roundtable (Hamburg, Germany, November 27-29, 2000).
123p. L1 ED 458 361

Delta Pi Epsilon National Conference. Book of Readings (Nashville, Tennessee, November 15-17, 2001).
149p. L1 ED 458 406

Endangered Languages and Literacy. Proceedings of the Fourth FEL Conference (Charlotte, North Carolina, September 21-24, 2000).
145p. L2 ED 458 818

Endangered Languages and the Media. Proceedings of the Fifth FEL Conference (Agadir, Morocco, September 20-23, 2001).
124p. L2 ED 458 819

Freedom & Responsibility: A Glorious Counterpoint. AMI/USA Conference (Boston, Massachusetts, July 20-23, 2000).
115p. L1 ED 458 968

Grace and Courtesy: A Human Responsibility. AMI/USA Conference (Oak Brook, Illinois, July 23-26, 1998).
137p. L1 ED 458 967

Teaching.	197p.	L3	ED 459 283
Composition and Sustainability: Teaching for a Threatened Generation. Refiguring English Studies.	274p.	L1	ED 458 601
Comprehensive School Guidance Planning in Ontario, Canada. Building Your Elementary School Guidance Program: Implementing "Choices into Action" in Your School While Getting Ready for the Program Effectiveness Survey.	8p.	L1	ED 458 459
Contemporary Composition Studies: A Guide to Theorists and Terms.	330p.	L3	ED 458 577
Coping with Unexpected Events: Depression and Trauma.	17p.	L1	ED 458 452
Culturally and Linguistically Diverse Students with Behavioral Disorders. Fourth CCBD Mini-Library Series: Addressing the Diverse Needs of Children and Youth with Emotional/Behavioral Disorders--Programs That Work.	80p.	L2	ED 458 778
Dancing with Words: Helping Students Love Language through Authentic Vocabulary Instruction.	151p.	L1	ED 458 595
Dealing with Behaviors Perceived as Unacceptable in Schools: The Interim Alternative Educational Setting Solution. Fourth CCBD Mini-Library Series: Addressing the Diverse Needs of Children and Youth with Emotional/Behavioral Disorders--Programs That Work.	40p.	L2	ED 458 774
Dental Assistant. FasTrak Specialization Integrated Technical and Academic Competency (ITAC). Revised.	13p.	L1	ED 458 376
Designing Personalized Learning for Every Student.	146p.	L2	ED 458 718
Developing Effective Linkages between Job Corps and One-Stop Systems: A Technical Assistance Guide.	68p.	L1	ED 458 421
Development of Vocational Education and Training Standards: The Impact of Labour Market Information. Manual. Qualifications and Training Methods.	79p.	L1	ED 458 431
Discipline in the School. Second Edition.	421p.	L3	ED 458 750
Do It Right! Best Practices for Serving Young Adults in School and Public Libraries. Teens the Library Series.	182p.	L3	ED 458 880
Drafting. FasTrak Specialization Integrated Technical and Academic Competency (ITAC). Revised.	9p.	L1	ED 458 377
Dyspraxia 5-11: A Practical Guide.			

Staying Innovative and Change-Focused in the New Economy. A Collection of Special Papers Generated for the 2001 International Career Development Conference (Seattle, Washington, November 7-11, 2001).
142p. L1 ED 458 482

(072) Book/Product Reviews

Cyberethics and K.I.S.S.--Keeping It Simple for Success!
8p. L1 ED 458 892

Access to the General Education Curriculum for Students with Disabilities. ERIC Digest.
4p. L1 ED 458 735

American Indian/Alaska Native Education and Standards-Based Reform. ERIC Digest.
4p. L1 ED 459 039

Breaking Up Large High Schools: Five Common (and Understandable) Errors of Execution. ERIC Digest.
4p. L1 ED 459 049

Efectos academicos de programas extracurriculares (Academic Effects of After-School Programs). ERIC Digest.
4p. L1 ED 458 989

High-Performing Schools Serving Mexican American Students: What They Can Teach Us. ERIC Digest.
4p. L1 ED 459 048

Inclusion in Middle Schools. ERIC Digest.
4p. L1 ED 459 000

Interstate Variations in Rural Student Achievement and Schooling Conditions. ERIC Digest.
4p. L1 ED 459 037

Mexican Americans and Other Latinos in Postsecondary Education: Institutional Influences. ERIC Digest.
4p. L1 ED 459 038

Nueva investigacion sobre kindergarten de dia completo (Recent Research on All-Day Kindergarten). ERIC Digest.
4p. L1 ED 458 990

Research on Full-Service Schools and Students with Disabilities. ERIC/OSEP Digest.
4p. L1 ED 458 749

(080) Journal Articles

"Creating Pictures in My Mind": A Qualitative Study of Children's Responses to Storytelling in the Classroom.
9p. L2 ED 458 586

Forty Helpful Hints & Tips, for Making Your ESL Teaching Easier and More Fun!
11p. L1 ED 458 845

Our Children's Songs: American Indian Students and the Schools.
8p. L1 ED 459 045

World Wide Web Resources for Communication.

The Website Assignment as a Valuable Exercise--Beyond Establishing Presence to Creating Significance.	20p.	L1	ED 458 659
What Does a "Balanced Literacy Approach" Mean? Topics in Early Reading Coherence.	7p.	L1	ED 458 555
What Happened to the Consensus on Higher Still? CES Briefing.	6p.	L1	ED 459 115
What's So Irregular about Exception Words? Topics in Early Reading Coherence.	5p.	L1	ED 458 558
Write Me In: Inclusive Texts in the Primary Classroom.	124p.	L1	ED 458 607
Writing Achievement in Technical Education.	8p.	L1	ED 458 587
Writing Inventions: Identities, Technologies, Pedagogies.	287p.	L3	ED 458 592
Young Children's Personal, Social and Emotional Development.	192p.	L3	ED 458 949

(130) Reference Materials - General

Biography Today: Profiles of People of Interest to Young Readers. Sports Series.	220p.	L1	ED 459 122
The Bowker Annual: Library and Book Trade Almanac TM , 2001.	861p.	L3	ED 458 890
Boyhood in America: An Encyclopedia. Volumes 1 and 2. The American Family.	845p.	L3	ED 459 113
Girlhood in America: An Encyclopedia. Volumes 1 and 2. The American Family.	773p.	L3	ED 459 112
Infancy in America: An Encyclopedia. Volumes One and Two. The American Family.	769p.	L3	ED 459 008

(131) Reference Materials - Bibliographies

An Annotated Bibliography of Second Language Acquisition in Adult English Language Learners.	13p.	L1	ED 458 834
Approved Bilingual Dictionaries for Use on the MCAS by Students with Limited English Proficiency.	16p.	L1	ED 458 797
Assessing Inclusion: Strategies for Success. Hot Topics Series.	271p.	L3	ED 458 744
Chronology of Milestones for Libraries and Adult Lifelong Learning and Literacy.			

Accountability Needed To Improve Service to Veterans. Report to the Chairman, Subcommittee on Oversight and Investigations, Committee on Veterans' Affairs, House of Representatives.
40p. L1 ED 458 399

Washington Elementary Schools on the Slow Track under Standards-Based Reform. Making Standards Work, 2001.
40p. L2 ED 459 187

What We Know after a Decade of Hong Kong Extensive Reading Scheme.
19p. L1 ED 458 806

When Change Is Set in Stone: An Analysis of Seven Academic Libraries Designed by Perry Dean Rogers & Partners, Architects.
103p. L3 ED 458 876

YouthALIVE! From Enrichment to Employment: The YouthALIVE! Experience.
72p. L1 ED 459 072

(143) Reports - Research

A-Stratified Computerized Adaptive Testing with Unequal Item Exposure across Strata.
31p. L2 ED 459 213

Access Diminished: A Report on Women's Training and Employment Services in Ontario.
35p. L1 ED 458 394

Access for All: Closing the Book Gap for Children in Early Education.
101p. L1 ED 458 569

An Action Research Perspective of Making Connections between Science and Mathematics in a Science Methods Course.
22p. L1 ED 459 071

Adult Education and Indigenous Peoples in Brazil. International Survey on Adult Education for Indigenous Peoples. Country Study: Brazil.
47p. L1 ED 458 365

Adult Education and Indigenous Peoples in Canada. International Survey on Adult Education for Indigenous Peoples. Country Study: Canada.
88p. L1 ED 458 366

Adult Education and Indigenous Peoples in Norway. International Survey on Adult Education for Indigenous Peoples. Country Study: Norway.
103p. L1 ED 458 367

Adult Education and Indigenous Peoples in Russia. International Survey on Adult Education for Indigenous Peoples. Country Study: Russia.
77p. L1 ED 458 369

Adult Education and Indigenous Peoples in the Philippines. International Survey on Adult Education for Indigenous Peoples. Country Study: The Philippines.
46p. L1 ED 458 368

Training.
24p. L1 ED 459 161

What Beliefs and Intentions Concerning Science and Mathematics and the Teaching of Those Subjects Do Reform-Prepared Specialist Elementary/Middle Level Teachers Bring to the Workplace?
22p. L1 ED 459 070

What Is Really Changing When Schools Restructure? Views from Four School Districts. Reports and Papers in Progress.
16p. L2 ED 458 672

What's Right about the Principalship?
16p. L1 ED 458 710

What's Right about the School Superintendency?
17p. L1 ED 458 711

A Whole Community Approach to Otitis Media--Reducing Its Incidence and Effects. Report.
62p. L1 ED 459 024

Why Do Schoolchildren Enjoy Reading? The Construction of an Explanatory Model.
14p. L1 ED 458 541

Youth Risk Behavior Survey of High School Students Attending Bureau Funded Schools, 2001.
84p. L1 ED 459 056

Youth Unemployment in Rural Areas. Work and Opportunity Series.
57p. L2 ED 459 012

(150) Speeches/Meeting Papers

A-Stratified Computerized Adaptive Testing with Unequal Item Exposure across Strata.
31p. L2 ED 459 213

Acting Globally by Thinking Locally--A Postcolonial Partnership.
16p. L1 ED 459 028

An Action Research Perspective of Making Connections between Science and Mathematics in a Science Methods Course.
22p. L1 ED 459 071

After Trauma: Rebuild a Life through Career Narratives.
10p. L1 ED 458 483

After Welfare Reform and an Economic Boom: Why Is Child Poverty Still So Much Higher in the U.S. Than in Europe?
24p. L1 ED 459 296

Alcohol Use among University Students: Incidence, Reasons, and Effects.
10p. L1 ED 458 472

An Alternative Model for Novice-Level Elementary ESL Education.
28p. L1 ED 458 807

An Analysis of Students' Misconceptions Concerning Photosynthesis and Respiration in Plants.
39p. L2 ED 459 075

Computer and Information Technologies: Resources for the Postsecondary Education of Students with Disabilities. Final Report to the Office of Learning Technologies.	149p.	L1	ED 458 733
The Computer-Email-Web (CEW) Fluency Scale--Development and Validation.	31p.	L1	ED 458 657
Developing and Implementing Authentic Oral Assessment Instruments.	16p.	L1	ED 458 803
Early Childhood Settings in 15 Countries: What Are Their Structural Characteristics? The IEA Preprimary Project, Phase 2.	408p.	L2	ED 459 001
The Effects of Combined Content Enhancements on the Performance of Students with Learning Disabilities.	133p.	L2	ED 458 765
Entrepreneurial Training for the Growth of Small and Medium-Sized Enterprises: Lessons from Central and Eastern Europe. Report.	159p.	L1	ED 458 432
Entrepreneurship Education for At-Risk Youth: A Successful Model for University/Business Partnerships.	20p.	L1	ED 458 357
Evaluating the Use of Student and Parent GEAR UP Survey Summaries in a Rural, Nine-County Region.	19p.	L1	ED 459 041
Follow-Up of North Carolina Community College Cooperative Education Graduates: Additional Education and Salary Gains.	271p.	L1	ED 458 904
Impact of Two-Way Bilingual Elementary Programs on Students' Attitudes toward School and College.	42p.	L1	ED 458 822
Increasing and Decreasing Anxiety: A Study of Doctoral Students in Education Research Courses.	18p.	L1	ED 459 214
Informal/Formal Learning and Workload among Ontario Secondary School Teachers. NALL Working Paper.	42p.	L1	ED 459 170
Issues Concerning Public School Dropouts in South Texas.	59p.	L1	ED 458 705
Journalism and Mass Communication Educators' Career Choices: When and Why They Entered College Teaching.	31p.	L1	ED 458 645
Lane Community College Student Follow-Up Study, Spring 2001. 1999-2000 Students: One Year Later.	98p.	L1	ED 458 908
Lifelong Learning in Finland: The Extent to Which Vocational Education and Training Policy Is Nurturing Lifelong Learning in Finland. CEDEFOP Panorama Series.			

Helping To Establish a Culture of Learning and Teaching in South Africa. Education Africa Forum. Second Edition.	0p.	L3	ED 459 143
Innovative Practices in Vocational Education and Training Standards in the Mashreq Region. Conference Report (Cairo, Egypt, April 7-9, 2001) .	44p.	L1	ED 458 433
The Management of Curriculum Change and Adaptation in the Gulf Region. Final Report of the Seminar (Muscat, Oman, February 17-21, 2001).	105p.	L1	ED 458 721
Models for Strategic Program Development. Proceedings of the Annual Meeting of the Council for Programs in Technical and Scientific Communication (27th, Menomonie, Wisconsin, October 19-21, 2000).	136p.	L1	ED 458 651
Proceedings of the International Conference on Dublin Core and Metadata Applications, 2001 and Presentation Materials (9th, Tokyo, Japan, October 24-26, 2001).	433p.	L3	ED 458 883
Proceedings of the Midwest Philosophy of Education Society, 1999-2000.	606p.	L2	ED 459 139
Report of the Regional Literacy Network Annual Meeting (1st, Chicago, Illinois, April 24, 2001).	43p.	L1	ED 458 567
A Social Justice Framework for Child Welfare: The Agenda for a New Century. A Summary of Proceedings of the Conference (St. Paul, Minnesota, June 23, 2000).	52p.	L1	ED 459 286
Staying Innovative and Change-Focused in the New Economy. A Collection of Special Papers Generated for the 2001 International Career Development Conference (Seattle, Washington, November 7-11, 2001).	142p.	L1	ED 458 482
Tribal-State Partnerships: Assuring Success in Indian Education. Report of the Arizona Indian Town Hall (20th, Phoenix, Arizona, June 20-21, 2000).	7p.	L1	ED 459 016

(022) Collected Works - Serials

Accountability.	34p.	L1	ED 458 714
ARL: A Bimonthly Newsletter of Research Library Issues and Actions, 2001.	90p.	L1	ED 458 891
Biography Today: Profiles of People of Interest to Young Readers. Sports Series.	220p.	L1	ED 459 122
Charter Schools.			

136p. L3 ED 458 781

Early 3 Rs: How To Lead Beginners into Reading, Writing, and Arithme-TALK.
176p. L3 ED 458 950

Early Literacy Instruction in Kindergarten.
110p. L1 ED 458 590

Educating Culturally Responsive Teachers: A Coherent Approach. SUNY Series, Teacher Preparation and Development.
237p. L3 ED 459 168

Education, Disability, and Juvenile Justice: Recommended Practices. Fourth CCBD Mini-Library Series: Addressing the Diverse Needs of Children and Youth with Emotional/Behavioral Disorders--Programs That Work.
49p. L2 ED 458 775

Electrical Trades. FasTrak Specialization Integrated Technical and Academic Competency (ITAC). Revised.
10p. L1 ED 458 378

Electronics. FasTrak Specialization Integrated Technical and Academic Competency (ITAC). Revised.
11p. L1 ED 458 379

En sus marcas--Listos--A leer! Para las familias: Actividades de lenguaje para la primera infancia y ninez entre el nacimiento y los 5 anos. El reto: A leer, America! (Ready--Set--Read! For Families: Early Childhood Language Activities for Children from Birth through Age Five. America Reads Challenge).
105p. L1 ED 458 574

En sus marcas--Listos--A leer! Para los cuidadores de ninos pequenos: Actividades de lenguaje para la primera infancia y ninez entre el nacimiento y los 5 anos. El reto: A leer, America! (Ready--Set--Read! For Caregivers: Early Childhood Language Activities for Children from Birth through Age Five. America Reads Challenge).
109p. L1 ED 458 573

Extended School Year. Issues in Education. Technical Assistance Bulletin.
6p. L1 ED 458 736

Family Functioning: Understanding Families and Helping Them Cope. Grow to 5 Module L.
121p. L1 ED 458 743

Federal Student Aid, 1997. CD-ROM .
0p. L3 ED 458 860

Forty Helpful Hints & Tips, for Making Your ESL Teaching Easier and More Fun!
11p. L1 ED 458 845

Fragile X Syndrome: A Guide for Teachers.
114p. L3 ED 458 780

FUNdamental Movement in Early Childhood.
25p. L2 ED 458 984

Funding Your Education: 2002/2003.

	56p.	L1	ED 458 664

(090) Legal/Legislative/Regulatory Materials

Colorado Model Content Standards for Theatre: Suggested Grade Level Expectations.	22p.	L1	ED 458 639
Colorado Model Content Standards for Theatre: Voluntary Theatre Standards.	19p.	L1	ED 458 640
Electronic Signatures in Global and National Commerce Act. Public Law.	15p.	L1	ED 458 875
Minimum School Space Requirements.	11p.	L1	ED 458 790
Performance Assessment System for Students with Disabilities: Introductory. Revised.	99p.	L1	ED 458 742
Rules for School Construction Projects.	21p.	L1	ED 458 783
School Violence Prevention Testimony. Presented to the California State Assembly Select Committee on School Safety.	13p.	L2	ED 458 677
Standards of Learning Covered by Study of "Mutsmag" and "Ashpet" Dramatizations.	9p.	L1	ED 458 661
Title 7: Education. Chapter 6: School Facilities Board Rules.	40p.	L1	ED 458 789

(100) AudioVisual Non-Print Materials

Diversity in the Library: A Way of Life. Videotape .	0p.	L3	ED 458 878
Federal Student Aid, 1997. CD-ROM .	0p.	L3	ED 458 860
Lifeprints ESL for Adults: Literacy. Multimedia Kit .	0p.	L3	ED 458 844
Project Approach: Taking a Closer Look. What Is Worth Knowing More about Where You Live? CD-ROM .	0p.	L3	ED 458 952
Sensational Sea Life: A Teacher-Friendly Thematic Unit with CD-ROM . R.E.A.D. A.N.D. F.E.E.D. Series.	126p.	L3	ED 458 770
Stretching & Flexibility: An Interactive Encyclopedia of Stretching. CD-ROM .	0p.	L3	ED 459 158
Teaching Pronunciation: A Guide for Teachers of English as a Second Language. CD-ROM .	0p.	L3	ED 458 838

13p. L1 ED 458 888

Compilation of Eye Movement Research.
15p. L1 ED 458 505

Emerging Leaders: An Annotated Bibliography.
54p. L2 ED 458 724

GlobaLinks: Resources for World Studies, Grades K-8.
160p. L3 ED 459 105

The Internet Resource Directory for K-12 Teachers and Librarians. 2001-2002 Edition.
442p. L3 ED 458 879

Literary Pathways: Selecting Books To Support New Readers.
217p. L3 ED 458 549

Make It and Take It: Computer-Based Resources for Lesson Planning.
43p. L1 ED 458 843

99 Jumpstarts to Research: Topic Guides for Finding Information on Current Issues.
227p. L3 ED 458 882

Reading in Series TM : A Selection Guide to Books for Children.
600p. L3 ED 458 518

Readings about Children and Youth with Learning Disabilities. ERIC Mini-Bib.
4p. L1 ED 458 754

Resources in Education (RIE). Volume 37, Number 4.
p. L2 ED 458 353

(132) Reference Materials - Directories/Catalogs

AFB Directory of Services for Blind and Visually Impaired Persons in the United States and Canada. 26th Edition.
823p. L3 ED 458 731

Contemporary Composition Studies: A Guide to Theorists and Terms.
330p. L3 ED 458 577

Financing Child Care in the United States: An Expanded Catalog of Current Strategies. 2001 Edition.
194p. L1 ED 458 932

Guide to U.S. Department of Education Programs, 2001.
365p. L1 ED 458 679

HEATH National Resource Directory on Postsecondary Education and Disability, 2001.
52p. L1 ED 458 729

Pathways to Career Success for Minorities: A Resource Guide to Colleges, Financial Aid, and Work.
378p. L3 ED 458 403

Updated Catalog of School Reform Models. Program Report.
263p. L1 ED 458 703

World Wide Web Resources for Communication.

Alcohol Use among University Students: Incidence, Reasons, and Effects.	10p.	L1	ED 458 472
An Alternative Model for Novice-Level Elementary ESL Education.	28p.	L1	ED 458 807
An Analysis of Students' Misconceptions Concerning Photosynthesis and Respiration in Plants.	39p.	L2	ED 459 075
Analysis of the Performance of Students in Daylit Schools.	6p.	L1	ED 458 782
Asian American College Students' Beliefs and Perceptions of Therapy.	35p.	L1	ED 458 474
Assessing Research Capacity in Agricultural Education: A Case Study of NCA-24 Institutions.	14p.	L1	ED 458 862
Assessing Research Capacity in Agricultural Education: A Summary of Twelve Land Grant Program Administrators.	14p.	L1	ED 458 861
Assessment and Testing in an English Classroom in India.	8p.	L1	ED 459 205
Assessment and the Adult Learner: Does Authentic Assessment Influence Learning?	22p.	L1	ED 459 208
Breaking the Myth of Flexible Work: Contingent Work in Toronto. A Study Conducted by the Contingent Workers Project.	78p.	L1	ED 458 428
Building Aid Shortchanges the Big Cities: The Distribution of Building Aid to New York State School Districts, 1992-1999.	14p.	L1	ED 458 788
Calibrating a Measure of Motivation in Using Technology.	17p.	L1	ED 458 874
Characteristics of Teacher Educators in Career and Technical Education.	81p.	L1	ED 458 407
Child Abuse and Depression in Iranian Students: An Empirical Investigation.	10p.	L1	ED 458 495
Children's Attitudes toward Race and Gender.	17p.	L1	ED 458 469
Children's Work and Schooling: Does Gender Matter? Evidence from the Peru LSMS Panel Data. Working Paper.	39p.	L2	ED 459 052
China: Challenges of Secondary Education. Secondary Education Series.	26p.	L1	ED 459 132
Classifying Internet Pathological Users: Their Usage, Internet			

Applied Linguistics in the Philippines.	11p.	L1	ED 458 792
Asian American College Students' Beliefs and Perceptions of Therapy.	35p.	L1	ED 458 474
Assessing Research Capacity in Agricultural Education: A Case Study of NCA-24 Institutions.	14p.	L1	ED 458 862
Assessing Research Capacity in Agricultural Education: A Summary of Twelve Land Grant Program Administrators.	14p.	L1	ED 458 861
Assessment and Testing in an English Classroom in India.	8p.	L1	ED 459 205
Assessment and the Adult Learner: Does Authentic Assessment Influence Learning?	22p.	L1	ED 459 208
"Based on a True-Story": Using "The Ballad of Frankie Silver" To Teach the Conventions of Narrative.	11p.	L1	ED 458 620
Calibrating a Measure of Motivation in Using Technology.	17p.	L1	ED 458 874
California's Initiative To Attract Highly Qualified Teachers into Low Performing Schools.	5p.	L1	ED 459 160
Can You Beat the SC Tuition Prepayment Program?	13p.	L1	ED 459 079
Challenges to the Definition of Resilience.	20p.	L1	ED 458 498
Character Education Literacy Kits: Supporting the Home/School Connection.	7p.	L1	ED 458 638
Child Abuse and Depression in Iranian Students: An Empirical Investigation.	10p.	L1	ED 458 495
Children's Attitudes toward Race and Gender.	17p.	L1	ED 458 469
Children's Rights: A Quote from Toyohiko Kagawa.	8p.	L1	ED 458 937
Classification of Learning Disabilities: An Evidence-Based Evaluation. Executive Summary.	9p.	L1	ED 458 762
Classifying Internet Pathological Users: Their Usage, Internet Sensation Seeking, and Perceptions.	29p.	L1	ED 458 468
Classroom Activities To Enhance Student Learning about Diversity Issues.	9p.	L1	ED 458 456

98p. L1 ED 458 447

Making Standards Meaningful: High School Reform Efforts in Washington State. Making Standards Work, 2001.
66p. L2 ED 459 188

MediaQuotient TM : National Survey of Family Media Habits, Knowledge, and Attitudes.
103p. L1 ED 458 938

Predicting Student Retention and Academic Achievement in Western United States Associate Degree in Nursing Programs.
201p. L1 ED 458 911

Preventing and Reporting Resident Abuse in Assisted Living: A Learning Module for Resident Assistants.
22p. L1 ED 458 398

Questionnaire Surveys: Four Survey Instruments in Educational Research.
39p. L1 ED 459 215

Retention and Attrition of Pacific School Teachers and Administrators (RAPSTRA) Study: Commonwealth of the Northern Mariana Islands (CNMI). Research Series.
36p. L1 ED 458 702

A Taxonomy of Career Development Interventions That Occur in U.S. Secondary Schools.
39p. L1 ED 458 408

Teacher Followup Survey, 1994-1995: Data File User's Manual, Public-Use Version. Schools and Staffing Survey.
365p. L1 ED 459 209

Teacher Learning, Informal and Formal: Results of a Canadian Teachers' Federation Survey. NALL Working Paper.
26p. L1 ED 459 169

Tribal College and University Accreditation: A Comparative Study.
265p. L2 ED 458 866

Truckee Meadows Community College Faculty & Staff Climate Survey, Fall 2000.
12p. L1 ED 458 900

UA Key Student Outcomes Indicators: A Comparative Analysis of Alumni Survey Responses by Survey Year Cohort & College, 1997-2000.
181p. L1 ED 459 203

Usability and Gratifications--Towards a Website Analysis Model.
27p. L1 ED 458 656

(171) Multilingual/Bilingual Materials

Accommodations and Modifications: What Parents Need To Know = Facilidades y modificaciones: Lo que los padres necesitan saber.
54p. L1 ED 458 752

Family Functioning: Understanding Families and Helping Them Cope. Grow to 5 Module L.
121p. L1 ED 458 743

	24p.	L1	ED 458 715
Cognitively Guided Instruction & Systemic Reform.	32p.	L1	ED 458 716
Early Childhood Matters: The Bulletin of the Bernard van Leer Foundation, 2001.	330p.	L1	ED 458 971
Education for 2001 and Beyond: Imperatives and Possibilities. Outcomes from the ACE "Education 2000" International Conference.	65p.	L1	ED 458 691
Eleventh Amendment Immunity and Academic Freedom.	8p.	L1	ED 458 846
ERIC/EECE Newsletter, 2001.	14p.	L1	ED 458 988
Every Child: The Magazine of the Australian Early Childhood Association, Inc., 2000.	146p.	L2	ED 458 986
Focusing on the First-Year Student.	18p.	L2	ED 458 865
FUNdamental Movement in Early Childhood.	25p.	L2	ED 458 984
GSCA (Georgia School Counselors Association) Journal, 2001.	105p.	L1	ED 458 461
Higher Education Staff.	8p.	L1	ED 458 847
The Hispanic Outlook in Higher Education, 2000-2001.	2085p.	L1	ED 458 849
I Want To Know...? Learning about Science.	25p.	L2	ED 458 983
IDRA Newsletter, 2001.	155p.	L1	ED 459 044
Imagine...Opportunities and Resources for Academically Talented Youth.	183p.	L2	ED 458 751
Investing in Better Care for Infants and Toddlers: The Next Frontier for School Readiness.	17p.	L1	ED 458 977
Law of Empires.	18p.	L1	ED 459 106
Leadership for Accountability.	5p.	L1	ED 458 673

Making Afterschool Count: Communities & Schools Working Together, 2001.	34p.	L2	ED 458 940
Missouri Journal of Research in Music Education, 1962-1966.			

21p. L1 ED 458 859

Gifted Children Grown Up.
248p. L3 ED 458 764

GlobaLinks: Resources for World Studies, Grades K-8.
160p. L3 ED 459 105

Graphic Communications. FasTrak Specialization Integrated Technical and Academic Competency (ITAC). Revised.
12p. L1 ED 458 380

Guia para estudiantes: Ayuda economica, 2002-2003 (The Student Guide: Financial Aid, 2002-2003).
45p. L1 ED 458 867

A Guide for the Powerless and Those Who Don't Know Their Own Power: A Primer on the American Political Process.
65p. L1 ED 459 088

Guide to Interpreting the 1999 MCAS Reports for Schools and Districts. Massachusetts Comprehensive Assessment System.
59p. L1 ED 459 185

Guide to U.S. Department of Education Programs, 2001.
365p. L1 ED 458 679

Guidelines for Evaluating...The First-Year Experience at Four-Year Colleges. 2nd Edition.
24p. L2 ED 458 850

A Handbook for Classroom Instruction That Works.
395p. L2 ED 459 151

Heroes and Terrorists: ELA for the 21st Century.
19p. L1 ED 458 593

Higher Learning=Higher Earnings: What You Need To Know about College and Careers.
17p. L1 ED 458 440

How a National Tragedy Can Psychologically Impact Children.
8p. L2 ED 458 504

I Want To Know...? Learning about Science.
25p. L2 ED 458 983

If My Career's on the Fast Track, Where Do I Get a Road Map? Surviving and Thriving in the Real World of Work.
272p. L3 ED 458 388

(053) Guides - Non-Classroom (Continued)

Illuminating Texts: How To Teach Students To Read the World.
210p. L3 ED 458 529

Improving the Odds for the Healthy Development of Young Children in Foster Care. Promoting the Emotional Well-Being of Children and Families, Policy Paper.
33p. L2 ED 459 006

Innovations: Infant and Toddler Development.
393p. L2 ED 458 979

You Can Help Your Children in School. Videotape .
0p. L3 ED 458 832

You Can Talk to Your Child's School. Videotape .
0p. L3 ED 458 833

(102) Machine-Readable Data Files

National Study of Postsecondary Faculty, 1993: CD-ROM Public Use Faculty and Institution Files. CD-ROM .
0p. L3 ED 459 204

(110) Numerical/Quantitative Data

Afterschool Alert: Poll Report No.3. A Report of Findings from a June 2000 Poll of Registered Voters.
8p. L2 ED 458 931

Beating the Odds: A City-by-City Analysis of Student Performance and Achievement Gaps on State Assessments.
243p. L2 ED 459 280

Breaking the Myth of Flexible Work: Contingent Work in Toronto. A Study Conducted by the Contingent Workers Project.
78p. L1 ED 458 428

Building Aid Shortchanges the Big Cities: The Distribution of Building Aid to New York State School Districts, 1992-1999.
14p. L1 ED 458 788

Calculating a Cohort Dropout Rate for the Chicago Public Schools: A Technical Research Report.
25p. L1 ED 459 287

California County Data Book, 2001: Factors for School Success.
342p. L1 ED 458 995

California Report Card, 2001: Factors for School Success.
46p. L1 ED 458 970

A Caribbean Education Strategy.
108p. L2 ED 459 121

Characteristics of Teacher Educators in Career and Technical Education.
81p. L1 ED 458 407

(110) Numerical/Quantitative Data (Continued)

Children Entering School Ready To Learn: School Readiness Baseline Information. Final Report. School Year 2000-01 by State and County.
116p. L1 ED 458 939

Children in the States, 2001.
131p. L2 ED 458 993

College Freshmen with Disabilities, 2001: A Biennial Statistical Profile.
45p. L1 ED 458 728

Competent Children at 10: Families, Early Education, and Schools.
306p. L2 ED 458 957

eLearning Survey: What Is the Extent of eLearning in Europe?

56p. L1 ED 458 664

(134) Reference Materials - Vocabularies/Classifications

Glossary of Adult Learning in Europe. A.E. Monographs.
127p. L1 ED 458 363

(141) Reports - Descriptive

Access to Success in the Urban High School: The Middle College Movement. Reflective History Series.
206p. L3 ED 459 279

Acting Globally by Thinking Locally--A Postcolonial Partnership.
16p. L1 ED 459 028

Adapting Tests for Use in Multiple Languages and Cultures. Laboratory of Psychometric and Evaluative Research Report.
30p. L1 ED 459 207

Afterschool Alert: Poll Report No.3. A Report of Findings from a June 2000 Poll of Registered Voters.
8p. L2 ED 458 931

Anabolic Steroid Abuse. National Institute on Drug Abuse Research Report Series.
14p. L1 ED 458 516

Annual Report to the Ministry of Advanced Education, Training and Technology, 2000-2001.
30p. L1 ED 458 922

Appalachian Women Teaching the Future.
11p. L1 ED 459 175

British Columbia Transfer TIPS: Facilitation Guide.
15p. L1 ED 458 920

(141) Reports - Descriptive (Continued)

Building Blocks: The Next Steps for Supporting Alaska's Young Children and Their Families.
39p. L1 ED 458 999

Calculating a Cohort Dropout Rate for the Chicago Public Schools: A Technical Research Report.
25p. L1 ED 459 287

California County Data Book, 2001: Factors for School Success.
342p. L1 ED 458 995

California Report Card, 2001: Factors for School Success.
46p. L1 ED 458 970

California's Initiative To Attract Highly Qualified Teachers into Low Performing Schools.
5p. L1 ED 459 160

Campland: Racial Segregation of Roma in Italy. Country Reports Series.
115p. L1 ED 459 274

"Career Explorations": An IBM Outreach Program for High School Students and "From College To Career": An IBM Outreach Program

Sensation Seeking, and Perceptions.
29p. L1 ED 458 468

Closing the Achievement Gap: Views from Nine Schools.
24p. L1 ED 459 302

The Cognitive Impact of a Computer Algebra System on Intermediate Algebra Students at the Community College Level.
12p. L1 ED 458 901

Collaborative Learning and Interpretation of Literature.
11p. L1 ED 458 628

College Freshmen with Disabilities, 2001: A Biennial Statistical Profile.
45p. L1 ED 458 728

Competent Children at 10: Families, Early Education, and Schools.
306p. L2 ED 458 957

Compilation of Eye Movement Research.
15p. L1 ED 458 505

Computer and Information Technologies: Resources for the Postsecondary Education of Students with Disabilities. Final Report to the Office of Learning Technologies.
149p. L1 ED 458 733

Computer Mediated Linguistic Interaction as a Tool for the Social Construction of Knowledge.
8p. L1 ED 458 670

(143) Reports - Research

(Continued)

The Computer-Email-Web (CEW) Fluency Scale--Development and Validation.
31p. L1 ED 458 657

Conceptual Change Text: A Supplementary Material To Facilitate Conceptual Change in Electrochemical Cell Concepts.
23p. L2 ED 459 076

Conceptualizations Underlying Emergent Readers' Story Writing. CIERA Report.
22p. L1 ED 458 616

Concurrent and Discriminant Validity of the Means-Ends Spirituality Questionnaire.
25p. L1 ED 458 475

Counselors' Perceptions of Court-Referred and Non Court-Referred Drug Clients.
9p. L1 ED 458 509

Date Violence and Rape among Adolescents: Associations with Psychological Health.
13p. L1 ED 458 466

Delta Pi Epsilon National Conference. Book of Readings (Nashville, Tennessee, November 15-17, 2001).
149p. L1 ED 458 406

Developing American Indian Norms for the Kuder Career Search.
19p. L1 ED 458 480

The Co-Construction by Early Years Care and Education Practitioners of Literacy and Mathematics Curricula for Young Children.
20p. L2 ED 458 610

Collaboration for Educational Change.
14p. L1 ED 458 674

Collaborative Learning and Interpretation of Literature.
11p. L1 ED 458 628

Coming to Terms with the Past: Lessons from War-Torn Countries.
12p. L2 ED 458 494

Competency-Based Behavioral Interviewing: How To Prepare and Win!
7p. L1 ED 458 484

Computer Mediated Linguistic Interaction as a Tool for the Social Construction of Knowledge.
8p. L1 ED 458 670

The Computer-Email-Web (CEW) Fluency Scale--Development and Validation.
31p. L1 ED 458 657

Conceptual Change Text: A Supplementary Material To Facilitate Conceptual Change in Electrochemical Cell Concepts.
23p. L2 ED 459 076

Concurrent and Discriminant Validity of the Means-Ends Spirituality Questionnaire.
25p. L1 ED 458 475

The Contributions of Rebecca Caudill and Dorothy Hoobler to Appalachian Literature for Young Adults.
11p. L1 ED 458 662

Counselors' Perceptions of Court-Referred and Non Court-Referred Drug Clients.
9p. L1 ED 458 509

Creating Critical Media Analysis Skills.
6p. L1 ED 458 669

Critical Theory & Textual Arguments: Expanding Habermas's Analysis of Literary Claims.
13p. L1 ED 458 646

Cultural Pluriformity: Source of Civilization, Source of Conflicts.
9p. L1 ED 459 090

The Cutting Edge for Counselors: Licensure.
10p. L1 ED 458 492

Date Violence and Rape among Adolescents: Associations with Psychological Health.
13p. L1 ED 458 466

Developing a Storysack Project within a Sure Start Initiative: Reflections and Emerging Findings on Working Together with Parents To Produce a Community Resource.
14p. L1 ED 458 545

CROSS REFERENCE

```
* WORK ORDER#:1047958  * OPER:LXB * DATE:04/29/02 * VOL:              */REFIDX01
* RESTART:FICHE      7    7 CKPT:    14         1     1   0    1    0  0
```

AA - ERIC Processing and Reference Facility

AA001339	ED458353

CE - Adult, Career, and Vocational Education

CE079858	ED458354
CE080683	ED458355
CE081132	ED458356
CE081150	ED458357
CE081279	ED458358
CE081283	ED458359
CE081538	ED458360
CE082032	ED458361
CE082163	ED458362
CE082164	ED458363
CE082165	ED458364
CE082166	ED458365
CE082167	ED458366
CE082168	ED458367
CE082169	ED458368
CE082170	ED458369
CE082336	ED458370
CE082396	ED458371//
CE082439	ED458372
CE082453	ED458373
CE082454	ED458374
CE082455	ED458375
CE082487	ED458376
CE082488	ED458377
CE082489	ED458378
CE082490	ED458379
CE082491	ED458380
CE082493	ED458381
CE082494	ED458382
CE082496	ED458383
CE082519	ED458384
CE082523	ED458385
CE082525	ED458386
CE082529	ED458387//
CE082531	ED458388//
CE082532	ED458389//
CE082536	ED458390
CE082537	ED458391
CE082538	ED458392
CE082539	ED458393
CE082540	ED458394
CE082541	ED458395
CE082543	ED458396
CE082544	ED458397
CE082546	ED458398
CE082547	ED458399
CE082548	ED458400
CE082549	ED458401
CE082550	ED458402//
CE082551	ED458403//
CE082553	ED458404
CE082554	ED458405
CE082555	ED458406
CE082556	ED458407
CE082598	ED458423
CE082599	ED458424

CROSS REFERENCE

```
/REFIDX01          * WORK ORDER#: 1047958  * OPER: LXB * DATE: 04/29/02 * VOL:            */REFIDX01
                   * RESTART: FICHE     7     7 CKPT:    14         1     1   0    1    0  0           /REFIDX01
```

SP040367	ED459149
SP040368	ED459150
SP040369	ED459151
SP040370	ED459152
SP040373	ED459153
SP040374	ED459154
SP040375	ED459155
SP040377	ED459156//
SP040378	ED459157//
SP040381	ED459158//
SP040383	ED459159
SP040384	ED459160
SP040385	ED459161
SP040386	ED459162
SP040387	ED459163//
SP040389	ED459164//
SP040390	ED459165//
SP040391	ED459166//
SP040392	ED459167
SP040393	ED459168//
SP040396	ED459169
SP040397	ED459170
SP040398	ED459171
SP040399	ED459172
SP040401	ED459173
SP040403	ED459174
SP040405	ED459175
SP040407	ED459176//
SP040408	ED459177//
SP040410	ED459178//
SP040412	ED459179//
SP040413	ED459180//
SP040614	ED459181
SP040615	ED459182

TM - Assessment and Evaluation

TM033459	ED459183
TM033460	ED459184
TM033461	ED459185
TM033462	ED459186
TM033465	ED459187
TM033466	ED459188
TM033468	ED459189
TM033470	ED459190
TM033471	ED459191
TM033478	ED459192
TM033479	ED459193
TM033480	ED459194
TM033483	ED459195
TM033493	ED459196
TM033494	ED459197
TM033495	ED459198
TM033496	ED459199
TM033497	ED459200
TM033498	ED459201
TM033499	ED459202
TM033500	ED459203
TM033501	ED459204//
TM033502	ED459205
TM033503	ED459206
TM033506	ED459207
TM033507	ED459208
TM033508	ED459209

CE082600	ED458425
CE082601	ED458426
CE082602	ED458427
CE082604	ED458428
CE082612	ED458429
CE082613	ED458430
CE082618	ED458431
CE082619	ED458432
CE082620	ED458433
CE082621	ED458434
CE082622	ED458435
CE082623	ED458436
CE082624	ED458437
CE082625	ED458438
CE082626	ED458439
CE082627	ED458440
CE082628	ED458441
CE082630	ED458442
CE082631	ED458443
CE082632	ED458444
CE082633	ED458445
CE082634	ED458446
CE082635	ED458447
CE082636	ED458448
CE082638	ED458449
CE082675	ED458450

CG - Counseling and Student Services

CG031192	ED458451
CG031274	ED458452
CG031312	ED458453
CG031313	ED458454
CG031314	ED458455
CG031315	ED458456
CG031316	ED458457
CG031318	ED458458
CG031320	ED458459
CG031321	ED458460
CG031322	ED458461
CG031323	ED458462
CG031324	ED458463
CG031325	ED458464
CG031326	ED458465
CG031327	ED458466
CG031329	ED458467
CG031330	ED458468
CG031331	ED458469
CG031336	ED458470
CG031337	ED458471
CG031338	ED458472
CG031340	ED458473
CG031343	ED458474
CG031346	ED458475
CG031347	ED458476
CG031349	ED458477
CG031351	ED458478
CG031352	ED458479
CG031354	ED458480
CG031355	ED458481
CG031356	ED458482
CG031357	ED458483
CG031358	ED458484
CG031359	ED458485

TM033509	ED459210
TM033510	ED459211
TM033511	ED459212
TM033512	ED459213
TM033513	ED459214
TM033514	ED459215
TM033515	ED459216

UD - Urban Education

UD034308	ED459217
UD034466	ED459218
UD034470	ED459219
UD034472	ED459220
UD034473	ED459221
UD034474	ED459222
UD034475	ED459223
UD034476	ED459224
UD034477	ED459225
UD034478	ED459226
UD034479	ED459227
UD034480	ED459228
UD034481	ED459229
UD034482	ED459230
UD034483	ED459231
UD034484	ED459232
UD034485	ED459233
UD034486	ED459234
UD034487	ED459235
UD034488	ED459236
UD034489	ED459237
UD034490	ED459238
UD034491	ED459239
UD034492	ED459240
UD034493	ED459241
UD034494	ED459242
UD034495	ED459243
UD034496	ED459244
UD034497	ED459245
UD034498	ED459246
UD034499	ED459247
UD034500	ED459248
UD034501	ED459249
UD034502	ED459250
UD034503	ED459251
UD034504	ED459252
UD034505	ED459253
UD034506	ED459254
UD034507	ED459255
UD034508	ED459256
UD034509	ED459257
UD034510	ED459258
UD034511	ED459259
UD034512	ED459260
UD034513	ED459261
UD034514	ED459262
UD034515	ED459263
UD034516	ED459264
UD034517	ED459265
UD034518	ED459266
UD034519	ED459267
UD034520	ED459268
UD034521	ED459269
UD034522	ED459270

CG031360	ED458486
CG031361	ED458487
CG031362	ED458488
CG031363	ED458489
CG031364	ED458490
CG031365	ED458491
CG031366	ED458492
CG031367	ED458493
CG031369	ED458494
CG031370	ED458495
CG031373	ED458496
CG031386	ED458497
CG031389	ED458498
CG031390	ED458499
CG031391	ED458500
CG031392	ED458501
CG031393	ED458502
CG031394	ED458503
CG031395	ED458504
CG031396	ED458505
CG031397	ED458506
CG031398	ED458507
CG031399	ED458508
CG031400	ED458509
CG031401	ED458510
CG031402	ED458511
CG031404	ED458512
CG031405	ED458513
CG031407	ED458514
CG031408	ED458515//
CG031417	ED458516

CS - Reading, English, and Communication

CS014391	ED458517//
CS014396	ED458518//
CS014467	ED458519
CS014469	ED458520
CS014471	ED458521
CS014474	ED458522
CS014476	ED458523
CS014480	ED458524
CS014482	ED458525
CS014483	ED458526
CS014486	ED458527
CS014488	ED458528//
CS014489	ED458529//
CS014493	ED458530
CS014494	ED458531
CS014496	ED458532
CS014497	ED458533
CS014499	ED458534
CS014501	ED458535
CS014502	ED458536
CS014503	ED458537
CS014504	ED458538
CS014505	ED458539
CS014506	ED458540
CS014507	ED458541
CS014508	ED458542
CS014509	ED458543
CS014510	ED458544
CS014511	ED458545
CS014512	ED458546

UD034523	ED459271
UD034538	ED459272
UD034539	ED459273
UD034572	ED459274
UD034573	ED459275//
UD034574	ED459276
UD034575	ED459277
UD034576	ED459278
UD034578	ED459279//
UD034579	ED459280
UD034580	ED459281
UD034581	ED459282
UD034582	ED459283//
UD034583	ED459284//
UD034584	ED459285
UD034585	ED459286
UD034586	ED459287
UD034587	ED459288
UD034588	ED459289
UD034589	ED459290
UD034590	ED459291
UD034591	ED459292
UD034592	ED459293
UD034594	ED459294
UD034596	ED459295
UD034597	ED459296
UD034598	ED459297
UD034602	ED459298
UD034605	ED459299//
UD034606	ED459300
UD034607	ED459301
UD034610	ED459302
UD034611	ED459303
UD034612	ED459304
UD034613	ED459305
UD034617	ED459306
UD034618	ED459307//
UD034619	ED459308
UD034620	ED459309

CS014513	ED458547
CS014514	ED458548//
CS014518	ED458549//
CS014519	ED458550//
CS014520	ED458551
CS014521	ED458552
CS014523	ED458553
CS014524	ED458554
CS014525	ED458555
CS014526	ED458556
CS014527	ED458557
CS014528	ED458558
CS014529	ED458559
CS014530	ED458560
CS014531	ED458561//
CS014533	ED458562
CS014535	ED458563
CS014536	ED458564
CS014538	ED458565
CS014539	ED458566
CS014540	ED458567
CS014545	ED458568
CS014546	ED458569
CS014553	ED458570
CS014554	ED458571
CS014556	ED458572
CS014564	ED458573
CS014565	ED458574
CS217538	ED458575//
CS217539	ED458576//
CS217544	ED458577//
CS217618	ED458578//
CS217623	ED458579//
CS217663	ED458580
CS217673	ED458581
CS217674	ED458582
CS217675	ED458583
CS217680	ED458584
CS217681	ED458585
CS217683	ED458586
CS217689	ED458587
CS217695	ED458588//
CS217697	ED458589
CS217698	ED458590
CS217699	ED458591
CS217704	ED458592//
CS217705	ED458593
CS217706	ED458594
CS217711	ED458595
CS217712	ED458596
CS217714	ED458597
CS217716	ED458598//
CS217718	ED458599
CS217720	ED458600
CS217721	ED458601
CS217722	ED458602
CS217723	ED458603
CS217724	ED458604
CS217726	ED458605
CS217728	ED458606
CS217729	ED458607
CS217730	ED458608//
CS217731	ED458609
CS217732	ED458610

CS217733	ED458611
CS217735	ED458612
CS217736	ED458613
CS217737	ED458614
CS217738	ED458615
CS217739	ED458616
CS217740	ED458617
CS217741	ED458618
CS217744	ED458619
CS217745	ED458620
CS217747	ED458621
CS217748	ED458622
CS217749	ED458623
CS217750	ED458624
CS217752	ED458625
CS217754	ED458626//
CS217758	ED458627
CS217761	ED458628
CS510627	ED458629
CS510628	ED458630
CS510638	ED458631
CS510643	ED458632
CS510645	ED458633
CS510646	ED458634
CS510647	ED458635
CS510648	ED458636
CS510649	ED458637
CS510650	ED458638
CS510652	ED458639
CS510653	ED458640
CS510654	ED458641
CS510655	ED458642
CS510656	ED458643
CS510657	ED458644
CS510658	ED458645
CS510659	ED458646
CS510660	ED458647
CS510661	ED458648
CS510662	ED458649
CS510663	ED458650
CS510664	ED458651
CS510665	ED458652
CS510666	ED458653//
CS510667	ED458654
CS510668	ED458655
CS510670	ED458656
CS510671	ED458657
CS510672	ED458658
CS510673	ED458659
CS510674	ED458660
CS510675	ED458661
CS510677	ED458662
CS510678	ED458663
CS510679	ED458664
CS510680	ED458665
CS510682	ED458666
CS510683	ED458667
CS510687	ED458668
CS510688	ED458669
CS510690	ED458670
CS510691	ED458671

EA - Educational Management

EA031302	ED458672
EA031383	ED458673
EA031384	ED458674
EA031385	ED458675
EA031386	ED458676
EA031387	ED458677
EA031389	ED458678//
EA031391	ED458679
EA031392	ED458680
EA031393	ED458681
EA031394	ED458682
EA031395	ED458683
EA031396	ED458684
EA031397	ED458685
EA031399	ED458686//
EA031400	ED458687//
EA031401	ED458688//
EA031402	ED458689//
EA031403	ED458690
EA031404	ED458691
EA031405	ED458692
EA031406	ED458693
EA031407	ED458694
EA031408	ED458695
EA031409	ED458696
EA031410	ED458697
EA031411	ED458698
EA031412	ED458699
EA031413	ED458700
EA031414	ED458701
EA031415	ED458702
EA031417	ED458703
EA031418	ED458704
EA031419	ED458705
EA031420	ED458706
EA031425	ED458707//
EA031426	ED458708//
EA031427	ED458709
EA031428	ED458710
EA031429	ED458711
EA031430	ED458712
EA031431	ED458713
EA031432	ED458714
EA031433	ED458715
EA031434	ED458716
EA031436	ED458717
EA031437	ED458718
EA031438	ED458719
EA031439	ED458720
EA031440	ED458721
EA031441	ED458722
EA031442	ED458723
EA031444	ED458724
EA031445	ED458725

EC - Disabilities and Gifted Education

EC308653	ED458726
EC308673	ED458727
EC308674	ED458728
EC308675	ED458729
EC308676	ED458730
EC308677	ED458731//
EC308678	ED458732

EC308679	ED458733
EC308680	ED458734
EC308681	ED458735
EC308682	ED458736
EC308683	ED458737
EC308684	ED458738
EC308685	ED458739
EC308686	ED458740
EC308687	ED458741
EC308688	ED458742
EC308689	ED458743
EC308690	ED458744//
EC308691	ED458745
EC308692	ED458746
EC308693	ED458747
EC308694	ED458748
EC308695	ED458749
EC308696	ED458750//
EC308697	ED458751
EC308699	ED458752
EC308700	ED458753
EC308701	ED458754
EC308703	ED458755
EC308704	ED458756
EC308705	ED458757
EC308706	ED458758
EC308707	ED458759
EC308708	ED458760
EC308709	ED458761
EC308710	ED458762
EC308711	ED458763//
EC308712	ED458764//
EC308713	ED458765
EC308714	ED458766
EC308715	ED458767
EC308716	ED458768//
EC308717	ED458769//
EC308718	ED458770//
EC308720	ED458771
EC308721	ED458772
EC308726	ED458773
EC308727	ED458774
EC308728	ED458775
EC308729	ED458776
EC308730	ED458777
EC308731	ED458778
EC308732	ED458779
EC308733	ED458780//
EC308734	ED458781//

EF - Eric Facility

EF005349	ED458782
EF005636	ED458783
EF005764	ED458784
EF005971	ED458785
EF006010	ED458786
EF006011	ED458787
EF006014	ED458788
EF006015	ED458789
EF006016	ED458790
EF006033	ED458791

FL - Language and Linguistics

FL026940	ED458792
FL026941	ED458793
FL026942	ED458794
FL026943	ED458795
FL026945	ED458796
FL026946	ED458797
FL026947	ED458798
FL026948	ED458799
FL026949	ED458800
FL026951	ED458801
FL026952	ED458802
FL026953	ED458803
FL026954	ED458804//
FL026955	ED458805//
FL026956	ED458806
FL026957	ED458807
FL026958	ED458808//
FL026961	ED458809
FL026966	ED458810
FL026967	ED458811
FL026968	ED458812
FL026969	ED458813
FL026970	ED458814
FL026971	ED458815
FL026972	ED458816
FL026973	ED458817
FL026974	ED458818
FL026975	ED458819
FL026976	ED458820//
FL026977	ED458821
FL026979	ED458822
FL026980	ED458823
FL026981	ED458824
FL026982	ED458825
FL026983	ED458826
FL801465	ED458827
FL801466	ED458828
FL801467	ED458829
FL801468	ED458830
FL801469	ED458831
FL801470	ED458832//
FL801471	ED458833//
FL801472	ED458834
FL801473	ED458835
FL801474	ED458836
FL801475	ED458837
FL801476	ED458838//
FL801477	ED458839
FL801478	ED458840
FL801479	ED458841
FL801480	ED458842//
FL801482	ED458843
FL801483	ED458844//
FL801484	ED458845

HE - Higher Education

HE034475	ED458846
HE034476	ED458847
HE034478	ED458848
HE034485	ED458849
HE034499	ED458850
HE034500	ED458851

HE034501	ED458852
HE034502	ED458853
HE034503	ED458854
HE034504	ED458855
HE034505	ED458856
HE034506	ED458857
HE034507	ED458858
HE034508	ED458859
HE034513	ED458860//
HE034515	ED458861
HE034516	ED458862
HE034517	ED458863
HE034518	ED458864
HE034519	ED458865
HE034521	ED458866
HE034684	ED458867

IR - Information and Technology

IR021012	ED458868
IR021021	ED458869
IR021022	ED458870
IR021023	ED458871
IR021024	ED458872
IR021027	ED458873
IR021028	ED458874
IR021031	ED458875
IR058197	ED458876//
IR058302	ED458877//
IR058304	ED458878//
IR058314	ED458879//
IR058315	ED458880//
IR058317	ED458881//
IR058320	ED458882//
IR058330	ED458883//
IR058337	ED458884
IR058343	ED458885//
IR058345	ED458886
IR058387	ED458887
IR058390	ED458888
IR058391	ED458889
IR058392	ED458890//
IR058402	ED458891
IR058403	ED458892

JC - Community Colleges

JC010693	ED458893
JC020001	ED458894
JC020002	ED458895
JC020003	ED458896
JC020004	ED458897
JC020005	ED458898
JC020006	ED458899
JC020008	ED458900
JC020009	ED458901
JC020010	ED458902
JC020011	ED458903
JC020015	ED458904
JC020016	ED458905
JC020018	ED458906
JC020019	ED458907
JC020020	ED458908
JC020021	ED458909

JC020022	ED458910
JC020023	ED458911
JC020024	ED458912
JC020025	ED458913
JC020029	ED458914
JC020031	ED458915
JC020033	ED458916
JC020037	ED458917
JC020038	ED458918
JC020039	ED458919
JC020043	ED458920
JC020044	ED458921
JC020045	ED458922
JC020046	ED458923
JC020047	ED458924
JC020048	ED458925
JC020050	ED458926
JC020051	ED458927
JC020053	ED458928
JC020056	ED458929
JC020057	ED458930

PS - Elementary and Early Childhood Education

PS029151	ED458931
PS029184	ED458932
PS029855	ED458933
PS029859	ED458934
PS029864	ED458935
PS029866	ED458936
PS029867	ED458937
PS029882	ED458938
PS029884	ED458939
PS029885	ED458940
PS029888	ED458941
PS029893	ED458942//
PS029894	ED458943
PS029896	ED458944
PS029897	ED458945//
PS029898	ED458946//
PS029899	ED458947//
PS029900	ED458948
PS029901	ED458949//
PS029902	ED458950//
PS029903	ED458951//
PS029904	ED458952//
PS029905	ED458953//
PS029912	ED458954
PS029913	ED458955
PS029914	ED458956
PS029915	ED458957
PS029916	ED458958
PS029918	ED458959
PS029919	ED458960
PS029920	ED458961
PS029921	ED458962
PS029922	ED458963
PS029923	ED458964//
PS029925	ED458965
PS029926	ED458966
PS029927	ED458967
PS029928	ED458968
PS029930	ED458969
PS029931	ED458970

PS029932	ED458971
PS029933	ED458972
PS029934	ED458973//
PS029935	ED458974//
PS029936	ED458975//
PS029937	ED458976
PS029938	ED458977
PS029941	ED458978
PS029942	ED458979
PS029943	ED458980
PS029944	ED458981
PS029945	ED458982
PS029946	ED458983
PS029947	ED458984
PS029948	ED458985
PS029949	ED458986
PS029950	ED458987
PS029952	ED458988
PS029953	ED458989
PS029954	ED458990
PS029957	ED458991
PS029958	ED458992
PS029962	ED458993
PS029963	ED458994
PS029964	ED458995
PS029965	ED458996
PS029966	ED458997
PS029967	ED458998
PS029969	ED458999
PS029970	ED459000
PS029971	ED459001
PS029975	ED459002
PS029979	ED459003
PS029982	ED459004
PS029989	ED459005
PS029990	ED459006
PS029993	ED459007
PS029994	ED459008//
PS029996	ED459009//
PS030002	ED459010
PS030179	ED459011

RC - Rural Education and Small Schools

RC022599	ED459012
RC022996	ED459013
RC023196	ED459014
RC023203	ED459015
RC023213	ED459016
RC023217	ED459017
RC023218	ED459018
RC023219	ED459019
RC023223	ED459020
RC023224	ED459021
RC023225	ED459022
RC023226	ED459023
RC023227	ED459024
RC023228	ED459025
RC023230	ED459026
RC023231	ED459027
RC023232	ED459028
RC023237	ED459029//
RC023238	ED459030
RC023239	ED459031

RC023240	ED459032
RC023242	ED459033
RC023243	ED459034
RC023244	ED459035
RC023245	ED459036
RC023246	ED459037
RC023247	ED459038
RC023248	ED459039
RC023249	ED459040
RC023250	ED459041
RC023251	ED459042
RC023252	ED459043
RC023253	ED459044
RC023254	ED459045
RC023255	ED459046
RC023259	ED459047
RC023260	ED459048
RC023261	ED459049
RC023270	ED459050
RC023271	ED459051//
RC023272	ED459052
RC023273	ED459053
RC023274	ED459054
RC023275	ED459055
RC023276	ED459056
RC023277	ED459057

SE - Science, Mathematics, and Environmental Education

SE065267	ED459058
SE065270	ED459059
SE065271	ED459060
SE065281	ED459061
SE065286	ED459062
SE065287	ED459063
SE065295	ED459064
SE065297	ED459065
SE065298	ED459066
SE065299	ED459067
SE065300	ED459068
SE065314	ED459069
SE065351	ED459070
SE065352	ED459071
SE065386	ED459072
SE065393	ED459073
SE065437	ED459074
SE065458	ED459075
SE065459	ED459076
SE065460	ED459077
SE065503	ED459078
SE065504	ED459079
SE065505	ED459080
SE065506	ED459081
SE065515	ED459082
SE065516	ED459083
SE065519	ED459084
SE065529	ED459085
SE065577	ED459086

SO - Social Studies/Social Science Education

SO031742	ED459087//
SO032600	ED459088
SO033017	ED459089

SO033037	ED459090
SO033038	ED459091
SO033039	ED459092
SO033040	ED459093
SO033041	ED459094
SO033042	ED459095
SO033043	ED459096
SO033049	ED459097
SO033074	ED459098
SO033075	ED459099
SO033076	ED459100
SO033077	ED459101
SO033078	ED459102
SO033079	ED459103
SO033158	ED459104
SO033159	ED459105//
SO033160	ED459106
SO033164	ED459107
SO033170	ED459108//
SO033171	ED459109
SO033172	ED459110//
SO033173	ED459111//
SO033174	ED459112//
SO033176	ED459113//
SO033239	ED459114
SO033240	ED459115
SO033295	ED459116
SO033296	ED459117//
SO033310	ED459118//
SO033313	ED459119//
SO033315	ED459120
SO033420	ED459121
SO033422	ED459122
SO033424	ED459123
SO033426	ED459124
SO033427	ED459125
SO033428	ED459126
SO033431	ED459127
SO033432	ED459128
SO033433	ED459129
SO033434	ED459130
SO033435	ED459131

SO - Social Studies/Social Science Education (continue)

SO033436	ED459132
SO033437	ED459133
SO033438	ED459134
SO033439	ED459135
SO033440	ED459136
SO033441	ED459137
SO033449	ED459138
SO033454	ED459139

SP - Teaching and Teaching Education

SP039841	ED459140
SP039930	ED459141//
SP040254	ED459142//
SP040357	ED459143//
SP040360	ED459144
SP040361	ED459145
SP040362	ED459146
SP040365	ED459147
SP040366	ED459148